SBA

School Based Assessment

- NCERT

Objectives of the module
- appreciate School Based Assessment as tool to improve quality of education.

- compare relevance of SBA and Examination and use them judiciously.

- rationalise what, why and how of school based assessment.

- trace the historical perspective of Assessment and Evaluation in India.

- devise teaching learning and assessment strategies for SBA.

Annual Result

S. No.	Subject	Grade of 4th Formative Assessment	Grade of 2nd Summative Assessment	Annual Result
1.	E	B2	B1	B2
2.	M	C1	B1	B2
3.	EVS	B2	B2	B2
4.	HPE	B2	B1	B2
5.	ACE	B1	B1	B1
6.	VELS	B2	B1	B2
7.	Year end Grade			B2

E- English M- Maths EVS- Environmental Studies HPE- Health and Physical Education
ACE- Art and Cultural Education WCE- Work and Computer Education VELS- Value Education and Life Skills

- What do you derive from it as a teacher or as a parent regarding child's learning?

- Does this report card convey anything about what the child knows or does not know in terms of learning?

- Do you think that learning gaps, if any, can be identified or addressed with this kind of evaluation?

- Why do you think for some subject areas direct grading is done, while for others, marks are awarded?

What is School Based Assessment?

- a major component of the teaching and learning process
- serve to improve student understanding as well as improve the Academic and Non-Academic development of children
- is majority for the children and teachers and by the children and teachers.
- Not a test to be conducted by boards, district and other external body out of school
- Implementation of school assessment able to give evidence about what has been achieved throughout the process of teaching and learning

Criterion for Assessment

Learning Outcomes
Defined as competencies (knowledge and skills) that are expected in each class and across the subjects

Formative assessment
is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Assessment for learning integrated with day to day teaching learning process

Assessment as learning to be mostly done by self and peer during learning

Summative assessment is carried out at the end of a course of learning. It measures or 'sums-up' how much a student has learned from the course. It is usually a graded test, i.e., it is marked according to a scale or set of grades

Assessment of learning
This assessment is fully carried out by the teacher and the school starting from the planning, construction of items and assessment instruments, administration, checking or scoring, recording and reporting.

measure, what children can recall, what was taught, but it is also to see, whether it translated in holistic 'Learning' and development acquiring the knowledge, skills and dispositions, which is not a one time activity but a continuous process

Assessment Strategies for school based assessment

Group Based Assessment

To use group-based assessment, the teachers must be clear about the aims behind using such modes.

The activities demand group work and can be used as excellent opportunities to assess the process skills as well as social skills involve

- field visits,
- surveys,
- art work (like model making, Rangoli making),
- experiments,
- projects, etc.

Example of survey are given in the module. Read and reflect upon the questions given in the module

Rubric consists of four parameters

1. *Assignment Description (e.g.,*
~~that clearly indicates~~ *Achievement criteria a*cross all the components of any kind of students' w
~~Ceedinaces Rubic given abive)~~

2. ScaleLevel(LevelI, II, III) or any number of levels as

3. Dimensions (e.g., Question framing, data collection, etc. as given below in the table)

4. *Dimension Criteria (framing question with help, independently, etc., are dimension*

- Level I – For a given activity or outcome(s) child needs a lot of support from teacher/adult.

- Level II – For a given activity or outcome(s) child is able to perform with proper feedback and support

- Level III – For a given activity or outcome(s) child works independently with occasional support.

Criteria	Level I	Level II	Level III
Framing questions	Frames questions with the help of peers.	Frames new questions on her/ his own and finalises with the help of teacher and peers.	Frames questions independently.
Data collection	Asks questions and uses few probes.	Asks questions with many probes.	Probes deeply and even modifies or frames new questions on the spot.
Data recording	Recording the responses is not organised.	Systematically records the collected information.	Systematically records and presents the information.
Drawing conclusion	Makes some sense of the information.	Draws appropriate meaning.	Makes meaning and explains logically.
Reporting	Prepares report but unsure while presenting.	Prepares report and presents with confidence.	Prepares comprehensively articulated report and explains logically with confidence.
Working together	Difficulty in working with others sometimes.	Works patiently in groups.	Works patiently in groups and also helps others.

Why use rubrics?

• When students know how their work will be evaluated and what is expected they can improve the quality of their work and revise it before handing it in.

• Assessment is more consistent when everyone knows what is expected for each category.

• Teachers have to clarify what is important or 'what counts' for a particular task.

• Rubrics provide teachers with useful feedback that assists them to plan future teaching.

• Rubrics provide students with useful feedback about their strengths and the areas that need improvement.

How do I design my own rubric?
When you give students a task from this book (other than the ones that have an accompanying rubric) and you wish to make your own rubric, there are two ways you ca[...] below.

Method 1

1. Choose a suitable task.

2. Work out appropriate categories and criteria for the task without student input.

3. Tell students what criteria they will have to display to have their work evaluated in each particular category and provide time for them to work on the chosen task.

4. Collect students' work and assess it according to the criteria that you have decided for each category.

Method 2

1. Choose a suitable task and, after an initial class discussion to ensure all students understand it, ask them to do the task individually.

2. Collect students' responses and use them to work out categories and the criteria that put students' responses into those categories. You can do this yourself or you can ask the students to say what things they consider to be important in each category.

3. Don't tell students what category you determined their response to be in, but do make it clear to students what criteria their work needs to show in order to be assessed in each category. You either can do this through discussion or by sharing a copy of the rubric that shows the criteria for each category.

Grading Rubric:

4. Alter the initial task slightly and ask students to do it again, but this time with knowledge of what they need to do to be assessed in each category.

5. Assess this second piece of work according to the criteria that you have decided for each category

Assessment of individual learning

Many activities require individual assessment, such as:

- tests (written/oral),

- creative writing (essay, story, poem writing),

- Picture reading,

- experimentation,

- individual projects,

- drawing and craft-work, etc.,

Look at the pictures. What kind of work are people

doing in both the families?

Assessment of EVS task

Work	Who does this work	
	In your house	**In your friend's house**
Cooking Food		
Cleaning vessels		
Sweeping		
Buying things from market		
Filling water		

Self-assessment and Peer assessment

Assessment as learning is about children's understanding about their own learning

The reflection and critiquing one's work by self or peers greatly helps children to improve further in this area, and improve their overall performance.

Children need to be given adequate opportunities to assess their own work or that of their peers.

The meta-cognition (Learning about Learning) is the main crux of an individuals growth which is mostly achieved by self and peer assessment.

The page no.   of the module gives examples of ways self and peer assessment can be used in and out of classrooms

Self Assessment

Self assessment is defined as the involvement of learners in making judgements about their achievements and the outcome of their learning.

Peer Assessment

Peer assessment requires students to provide either feedback or grade (or both) to their peers on a product or a performance based on the criteria of excellence for that product or event which students may have been involved in determining.

Written Test

This is popularly known as paper pencil tests and are one of the most used tools for reliable assessment of students in scholastic areas. But the problem with these paper pencil test questions is that our teachers are prone to developing questions mainly rote learning based.

Portfolio

a collection of not just the best but all kinds of a child's work or activities done over a period of time.

This include

worksheets, projects, creative writings drawings, assignments, tests, craft work, observations by teacher, peers and self, collection of materials, such as seeds, leaves, album of stamps and news items, interests, abilities and problems of self, etc.

A teacher analyses each child's portfolio and shares evidences of children's learning to offer useful and pertinent feedback after some intervals (quarterly, semi-annually or term end) to parents/guardians, children and other stakeholders.

Parents come to know of the abilities and interests of their wards that they tend to overlook and with the feedback they can now support their children to progress.

Reporting the Progress of a Child
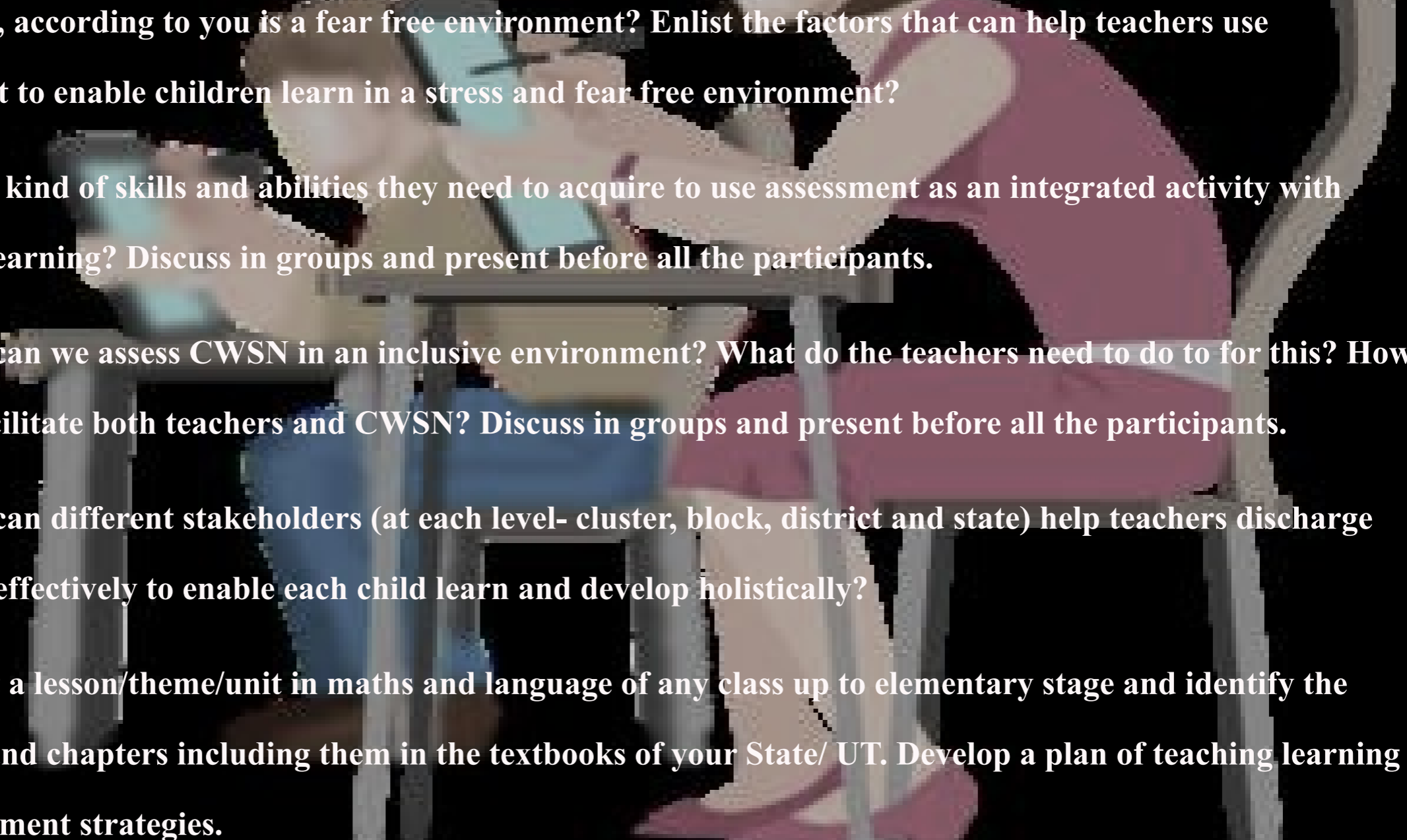
Child's reporting should be such that

- it motivates every child and gives her/him the confidence that she or he can do better.

- it reflects what a child can do and share his/her strengths and

- it suggests measures to improve and progress.

Comprehensive report of assessment captures a wide range of children's performance to reflect a better picture of their abilities and learning.

Negative remarks, generic or vague statements need to be avoided as these do not help or encourage children to learn and progress.

Assignments for KRPs

1. What, according to you is a fear free environment? Enlist the factors that can help teachers use assessment to enable children learn in a stress and fear free environment?

2. What kind of skills and abilities they need to acquire to use assessment as an integrated activity with teaching learning? Discuss in groups and present before all the participants.

3. How can we assess CWSN in an inclusive environment? What do the teachers need to do to for this? How can we facilitate both teachers and CWSN? Discuss in groups and present before all the participants.

4. How can different stakeholders (at each level- cluster, block, district and state) help teachers discharge their role effectively to enable each child learn and develop holistically?

5. Select a lesson/theme/unit in maths and language of any class up to elementary stage and identify the concepts and chapters including them in the textbooks of your State/ UT. Develop a plan of teaching learning and assessment strategies.

Assessment should be for the child to help in learning and not to level or rank her/him