

ASSESSMENT DETAILS

A) Student Assessment

1. Every student has to undergo a Diagnostic Assessment (Mapping Test) that determines his prevailing English standards

- Depending on the results the appropriate Level of the program is recommended for the class
- The student then undergoes regular assessment to point out differential learning progress thereby enabling customized corrective actions
- The student takes the same Diagnostic Assessment at the end of the program
- End Program Assessment precisely captures the value added during the program

B) Teacher Assessment

1. Depending on the results of the Initial mapping Test a target result to be achieved at the end of the year (and hence every intermediate test) is set after discussion with the teacher.

2. For each intermediate assessment, the performance of the class is analyzed at 4 levels

- a. Those who already came into the program at a level above the test level – no value added by the program but have already met the objective
- b. Those who have met the objective of the test now (hence learning curve is on track)–**Converts – Clear value added by the teacher**
- c. Those who have not met the objective but have high potential of meeting it – **Potential Converts**
- d. Those who have not shown any improvement
- e. The teachers are then asked to confirm, if the potential students can be really converted.
- f. If combined number of students under (a), (b) and (c) is equal to or more than the target, then class is on track but focus is to be laid on (c).
- g. If the sum of (a), (b) and (c) is less than the target, then the teacher is asked to identify students under (d) who s/he thinks s/he will be able to convert.

3. A Final score is arrived at for every teacher giving due importance to both improvement and absolute performance of the class. This is the Teacher Score.

4. All teachers get a Score and then a ranking is arrived at to identify the best performing teacher.

5. This cycle gets repeated for every assessment.

6. These results get shared with all stakeholders.
7. If the performance of a class is far below target, then teacher is given an option of repeat test. This test is conducted within a stipulated time frame.

C) Result Sharing

1. The results of all assessments need to be shared with the teachers **as quickly as possible**.
 - a. This retains the interest of the teacher and keeps them on toes
 - b. It allows suitable corrective action to be taken immediately at a class and project level
2. The result format should be easy for the teacher to understand and in their language of comfort.
3. Results should give a timeline of learning achievements till date. E.g.
 - a. 1st July - did not recognize alphabets
 - b. 1st Aug- recognizes alphabets
 - c. 1st Sept- reads 3 letter words

This need not be done every time but once in 6 months, we can do this

4. Giving corrected papers back to the students is important as then they get to see where they went wrong. Also important that the teachers see these corrected papers as they too get insights. (**Cost -Benefit analysis**)
5. Significant effort will need to be taken to make the teachers use the results effectively in planning their classroom sessions.

D) Result Analysis

1. The result should clearly indicate the ability of the student
 - a. Score has to be mapped to ability.
 - b. Every question that finds way into the Question paper
 - i. Should be Directly linked to the objective of the test
 - ii. Can be **objectively assessed**.
2. The results need to be conclusive. Therefore important to validate the conditions used with consistency of result with historical, current data and teacher judgment of student (in case of borderline cases).

3. Time taken to conduct assessment needs to be as minimal as possible. With minimum number of questions, we need to arrive at a conclusive result.
4. Fairness of assessment needs to be ensured. So use of multiple sets of paper is recommended.
5. Every test needs to address two purposes
 - a. Measurement against objective of current assessment
 - b. Measurement against objective of a previous assessment (**Revision**)
 - i. To capture value added to students who did not meet objective in the last test (*though class might have met*)
 - ii. To capture value added to classes running behind schedule (class did *not meet target in earlier assessment*)
 - iii. To track learning loss if any

E) Assessment Databank

1. Repository of question for each test objective needs to be created.
 - a. This will ensure that papers do not get repeated over repeat tests, or multiple years etc.
 - b. It might not be feasible to do customized student level testing for a class without implementation headache and cost implications (unless computerized). However, this database can be used to customize tests for online distribution for retail buyers.

F) Execution of Assessments

1. The resource teaching the program never conducts the test to eliminate conflict of interest
2. Conducting the assessment needs to be a low skill job.
 - c. Tests need to be extremely easy to administer **OR**
 - d. Test delivery mechanism has to be such that it takes away the skill requirement at the conductor's end.