

## **Report of Three Days Training Programme on School Based Assessment (1<sup>st</sup> Phase)**

**Duration: 24<sup>th</sup> July – 26<sup>th</sup> July 2023**

**Venue: Conference Hall, TE and SCERT**

### **Context :**

Assessment is a process that helps focus our attention on what matters the most in education. To improve the quality of education, an effective and comprehensive assessment system enables teachers, teacher educators, curriculum designers, administrators, and policymakers to make informed choices by seeking how well students are learning. At the school or classroom level, it synergies the role of curriculum, pedagogy, and teacher and enables each child to learn and develop holistically and acquire the skill of learning to learn. Therefore, assessments need to nurture not only the basic cognitive skills but also higher-order skills.

### **Rationale:**

NCF 2005, RTE Act 2009 and NEP 2020 have given much emphasis on transforming assessment for optimizing learning and development of all students. As DIET faculty and CRCCs are the grassroot level mentors for providing academic support to the teachers, so they need to be oriented on different aspects of school-based assessment and use of assessment results for improving the classroom practices and students learning outcomes. In this context, DIET faculty members and CRCCs needs to build an understanding of designing a comprehensive assessment cycle to improve student learning outcomes.

Hence, three days training programme was organised for DIET faculty from 24<sup>th</sup> July 2023 – 26<sup>th</sup> July 2023 at the conference hall of this Directorate. Every day the programme was started at 10.00 am.

### **Objectives :**

At the end of the training programme, the participants shall be able to:

- Understand the importance of School based assessment for improving students learning outcome
- Explain about the learning outcomes and its connection with the assessments and pedagogy
- Explain different types of assessments and their relevance
- Explain Curricular goals, Competency and Learning Outcomes and its role in designing Assessment tools
- Explain learning levels of Bloom taxonomy and its role in designing assessment tools.
- Apply good question making principles in designing test items.
- Explore different types of tools and techniques while conducting school-based assessment

- Understand the elements, importance of SBA /Purpose of formative and summative assessments and Assessment informed instruction for improvement of teaching learning practices
- Explain the domains of Holistic Progress Card and it's use in positively transforming assessment system

Overall, at the end of the training, the participants shall be able to design the comprehensive assessment tools and have a holistic perspective on process of assessment.

**Target Group:** DIET Faculty

### **Participants:**

In this Training Programme 45 Teacher Educators/ Sr Teacher Educators (3 persons from 15 DIETs) and Four Resource persons participated and contributed their effort for success of the training programme.

### **Day Wise Brief Report**

#### **Day -1**

The programme was inaugurated by Ms Lipika Sahu, Assistant Director, TE and SCERT with a hearty welcome to all and stated the objectives of the training programme.



The 1<sup>st</sup> session was facilitated by Dr Snehaprava Mohapatra, Principal, DIET, Kalahandi. She discussed about the ongoing assessment process ,its pros and cons and evaluated the pre knowledge of the participants through an online Pre -test.

Then 2<sup>nd</sup> session of the programme was facilitated by Ms Lopamudra Panda, Teacher Educators, DIET, Kendrapada. She explained the meaning of Assessment and Evaluation, Purpose of Assessment, Policy provision in Assessment (NCF 2005, RTE Act 2009, NEP 2020, NCF-FS), Concept of Large scale and School-based Assessment.



In the third session, Ms Smitashree Biswal, Senior Teacher Educator,DIET, Jagatsinghpur discussed the meaning, nature, importance of school based assessment and stakeholders involved in the process , modalities of assessment , Assessment of, for and as learning and the difference between Formative and Summative assessment.

Then, the 4<sup>th</sup> session was facilitated by Shri Manas Chandra Rout, Senior Teacher Educator, DIET, Dhenkanal explained the concept of Curricular Goals, Competency, Learning Outcomes with practical examples and its relationship with assessment process.



With this the day one programme was ended with a home assignment to the participant to go through the documents shared on curricular goals.

### Day -2

The day started with a prayer and then report reading followed by the rest task of previous day was completed by Shri Manas Rout



After that, the 1<sup>st</sup> session of the day -2 was facilitated by Ms Smitashree Biswal. She discussed about different type of tools and techniques used in the process of assessment, their nature and dimensions of developing them.

In the 2<sup>nd</sup> session the participants were assigned to develop different types of tools for the purpose of assessing student performance.

In the 3<sup>rd</sup> and 4<sup>th</sup> session the participants presented their group activity before the house and vivid discussion was done on different aspects of a good assessment techniques and tools like questionnaire, Observation Schedule, Rubrics/ checklist/ Rating scale Portfolio, Project work etc .



The joint session was taken by Dr Snehaprava Mohapatra and Ms Lopamudra Panda.

### Day -3

The day started with a prayer and then report reading. The 1<sup>st</sup> session of the day -3 was taken by Ms Lopamudra Panda. She stated the Meaning, need and strategies of assessment informed instruction and then assigned group activity to the participants to build up strategy based on evaluated copy of students' performance and participants have



performed the task as per instruction of the Resource Person.

Then 2<sup>nd</sup> session of the day -3 was taken by Dr Snehaprava Mohapatra, and highlighted on the holistic progress card. A detail discussion was done on Meaning, nature, importance, components, use (no comparison among learners- every child's report card is unique), Role of teacher, students and parents in holistic progress card and Feedback mechanism for improvement in teaching and learning.



In the 3<sup>rd</sup> session, Ms Smitrashree Biswal, stated the various aspects of teacher guide book on use of Holistic Progress Card and its usefulness for the teacher to record the students' performance with regard to various dimension of education.

In the 4<sup>th</sup> session, Shri Manas Chandra Rout, recapitulated the learned concepts and said the participants to write learning points of each day and to fill their feedback for the programme and to submit their post assessment.

The programme was ended with a formal vote of thanks.