



Bal Bharati
PUBLIC SCHOOL
ROHINI



TRANSFORMING ASSESSMENT for STUDENT DEVELOPMENT



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NEP 2020 RECOMMENDATION



AIM OF ASSESSMENT

Primary Purpose Of Assessment is to continuously revise teaching learning processes to optimize learning and development

Shift from summative and primarily rote memorization skill based testing to one that is-

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- * Regular, continuous and formative*
 - * Competency-based*
 - * Promotes learning & development*
 - * Tests higher order thinking like analysis, critical thinking & conceptual clarity*
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SCHOOL EXAMINATION BY APPROPRIATE AUTHORITY

- **Achievement of basic learning outcomes, through assessment of core concepts along with relevant higher-order skills and application of knowledge in real-life situations**

- **All students to take examination in grade 3, 5 and 8 to test learning outcomes and application of knowledge in real-life situations**

- **The Grade 3 examination, in particular, would test basic literacy, numeracy, and other foundational skills**

Results of school examinations will be used for developmental purposes and for continuous monitoring and improvement of the schooling system. There will be public disclosure by schools of their overall (anonymized) student outcomes.

BOARD EXAMS

Will be made easier and will be redesigned to encourage holistic development

Will test primarily core capacities/competencies

Student to choose the subjects depending on their individualized interests, Greater flexibility and more choice

Student to take Board Exams on up to two occasions (one main examination and one for improvement), Best of the two exams to be counted

BOARD EXAMS

Viable mode of exam – Annual/Semester/Modular

Moving towards shorter modules of study followed by an assessment

All subjects to be offered at two levels with two part examination – objective and subjective

Eliminate the need to undertake coaching classes

PROGRESS CARD

- **SALIENT FEATURES OF REPORT CARD**

- Holistic, 360-degree
- Multidimensional report
- Will form an important link between home & school
- Will provide valuable information how to support each student in and out of the classroom

- **DOMAINS OF LEARNING IN PROGRESS CARD**

- Cognitive
- Affective
- Psychomotor

- **TYPE OF ASSESSMENTS**

- Self-assessment
- Peer assessment
- Teacher assessment

PROGRESS CARD

- **PROGRESS OF THE LEARNER TO BE ASSESSED ON**

- Project-based and inquiry-based learning
- Quizzes
- Role plays
- Group work
- Portfolios etc

- **ACTIVE INVOLVEMENT OF PARENTS IN**

- Parent-teacher meetings
- Holistic education and development of a child

- **AI-BASED SOFTWARE TO BE USED TO**

- Help students to track growth through school years
- Interactive questionnaires for parents, students, and teacher
- Provide students with valuable information on their strengths, areas of interest and needed areas of focus
- Help students make optimal career choices

FORMATION OF NATIONAL ASSESSMENT CENTRE, PARAKH

(Performance Assessment, Review & Analysis of Knowledge for Holistic Development)

MAJOR AREAS OF FUNCTIONING OF PARAKH

- To set norms, standards, and guidelines for all recognized school boards of India
- To help school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century
- Sharing of best practices among school boards
- Ensuring equivalence of academic standards

NATIONAL TESTING AGENCY

➤ High-quality common aptitude tests.

➤ Specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year.

Conduct entrance examinations for undergraduate and graduate admissions.



IMPLICATIONS FOR SCHOOLS & RECOMMENDED ACTION PLAN



**Curriculum
Reconstructing**

**Pedagogical
Innovation**

**NEP
2020**

**Assessment
Reforms**

FOCUS ON NEP

Pedagogy



Andragogy



Heutagogy



**Teaching
sage on the stage**

**Facilitating Guide
on the side**

**Self-directed learning
Searching & Reflecting**



Why am I assessing?

What am I assessing?

What assessment method should I use?

How can I ensure equality in this assessment process?

How can I use the information from this assessment?

(Adapted from Manitoba Education and Youth, Senior 2 Science: A Foundation for Implementation)

BALANCE AMONG ASSESSMENT PURPOSE

As

For

ASSESSMENT of LEARNING

TRADITIONAL ASSESSMENT PYRAMIDS

of

For

ASSESSMENT As LEARNING

RECONFIGURED ASSESSMENT PYRAMIDS

THE WAY FORWARD

- **Meticulous planning of assessments** in the annual calendar/pedagogical plan
- **Assessment tools and mechanisms** to be developed for classes 3,5 and 8
- **Students orientation** for Peer Assessment and Self-Assessment



- Undertaking **Action Research** to improve the quality of assessments
- **AI-based software** for tracking students growth
- **Cumulative Record Keeping** strategy for tracking

CAPACITY BUILDING OF TEACHERS

Recommended CPD themes



**Multiple/Flexible
assessment**

**Techniques of group
assessment**

**Data Analysis & its
uses of remediation**

**Project Based Learning
activities & assessment**

**Assessment of Integrated
Learning projects**

**Learning Outcomes
Based Teaching &
Learning**

**Developing effective
rubrics**

**Techniques of giving
effective feedback**

**Research based
activities & assessment**

Parent Orientation on-

**Recommendations of
NEP 2020**

**Changes in Curriculum ,
Pedagogy & Assessment**

Changing mindsets

**Parental involvement &
support**



Developing Blueprints of Report Cards

Self assessment

Peer assessment

Teacher assessment

Assessment by parents

**Uniqueness of learners
of all domains**

**Progress in PBL / Integrated
Learning/ inquiry based
projects**

EDUCATION IN 2035



Schooling would no longer consist of large classrooms, grade wise stratification , common and rigid curricula , syllabi and textbooks and overbearing presence of examination.....

**NEP IS NOT A POLICY BUT
A MISSION**

