



Student Assessment and Framework for Evaluation (SAFE)

WHAT:

Overview:

Teaching Volunteers from across the world connect and teach the children of the Government schools, online, through the Digital Classroom. While the contents of the classroom is derived from the State curriculum, the children also reap various non-curriculum benefits as well in this process of education, otherwise remain unnoticed.

Purpose:

To establish a comprehensive framework to measure the overall value being created in the process of teaching-learning that happens between the Online Teachers and the Children of the Government Schools in rural India through eVidyaloka Model

Objectives

- To assess the ability to understand and apply the concepts
- To capture the co-scholastic aspects of a student in the learning process
- To capture the additionally gained exposure by the students from the inherent design of eVidyaloka model
- To represent the holistic value created by the online educational volunteers – both quantitative & qualitative

Guiding Principles:

- Formal assessments are to gauge the understanding ability of the concepts being taught
- A mechanism to provide feedback to Teachers to calibrate the teaching style and pace
- Capture relevant, observable learning outcomes of the student
- Leverage best practices from the CCE framework



HOW:

The assessment structure is developed as per CCE standards. Continuous evaluation at periodic intervals enables tracking the impact created on every student. The different ways a student can be assessed are:

ORAL ASSESSMENT:

- One line question, Right/Wrong, Yes/No
- Play a video and ask few questions
- Show an image / picture and ask few questions
- Check on mathematical or science concept

GROUP / TEAM ASSESSMENT:

- Activity performance as a group effort
- Enthusiasm and Leadership qualities portrayed
- Creativity and Sharing qualities
- Knowledge and Concept understanding

WRITTEN ASSESSMENT QUESTIONS:

- Objective Type (Fill in the blanks, Matching type, True/False, Right/Wrong, Incomplete statement)
- Very Short answer

In addition, a student is regularly evaluated on a number of co-scholastic parameters.

CO-SCHOLASTIC PARAMETERS:

S.NO	CATEGORY	PARAMETER	RATING
1	PERSONALITY	Curious / Inquisitive	
2		Attentiveness	
3		Self Confidence	
4	LEADERSHIP	Responsibility	
5		Supportiveness	
6		Initiativeness	
7	BEHAVIORAL	Positive Attitude	
8		Courteousness	
9	EVIDYALOKA ENVIRONMENT	Wider Perspective	
10		Emotional Connect	
11		Technology Exposure	

All these assessments captures the direct academic impact, the innumerable non-curriculum benefits, and the holistic value created by the teacher volunteers in the students.



Dos and Don'ts to prepare, administer and observe the Assessments

- ✓ Prepare a worksheet for 10-15 questions on every topic covered, IN THE LOCAL LANGUAGE and share.
 - ✓ Draft the answer key for the worksheets, to enable the class assistant to evaluate the worksheet
 - ✓ Frame concept oriented questions, objectivised (fill in the blanks, match the following, odd man out, choose the right answer, answer in one word, true or false, etc.)
 - ✓ Demonstrate in the class on how to answer the above mentioned kinds of questions, to ensure the students understand the pre requisites of solve the worksheets
 - ✓ Draft an assessment paper for the term wise exams on the topics covered and the answer key for the same
 - ✓ Observe the students regularly in the sessions and monitor 4-5 students every session on the co-scholastic parameters
 - ✓ Track the improvement in the students month over month and update the eVidyaloka portal
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- ⊗ Preparing the question paper in English; the students do not decipher what is asked in the paper
 - ⊗ Skipping to draft worksheets per topic, the students miss out on the revision with the practice worksheets
 - ⊗ Avoid monitoring the impact created on students and update the feedback on students in your class; it becomes difficult to track the progress happening in a student's learning curve
 - ⊗ Skip drafting the answer key for the assessment papers; the class assistants find it difficult to evaluate the papers



Framework for Measurable Improved Learning Evaluation (MILE)

Purpose:

To establish a framework to measure the learning outcome and a quantifiable improvement being created in the process of teaching-learning that happens between the Online Teachers and the Children of the Government Schools in rural India through eVidyaloka Model

Objectives

- To assess the basic knowledge the students as per their grade level
- To map their assessed learning level
- To reassess the students on the basics every term and assess the learning level
- To measure the improved learning outcome and represent the improvement – both quantitative & qualitative

Guiding Principles:

- Diagnostic assessments are to gauge the basics the students know thoroughly to understand the concepts being taught at their grade level
- A mechanism to provide checkpoints to Teachers to calibrate the teaching style and pace
- Capture relevant, observable learning outcomes of the student
- Share the improvement in every child with the teacher over time, capturing the ability of a student to apply the basics in the grade level curriculum



ENGLISH

Derived from the Pratham standards to evaluate students at Level 1, Level 2, Level 3, and Level 4

GRADE 5 AND 6

LEVEL 1

- SHOULD BE ABLE TO IDENTIFY CAPITAL ALPHABETS
- SHOULD BE ABLE TO IDENTIFY SMALL ALPHABETS
- SHOULD BE ABLE TO WRITE THE ALPHABETS

LEVEL 2

- SHOULD BE ABLE TO IDENTIFY A PICTURE AND WRITE THE NOUN OR A VERB
- SHOULD BE ABLE TO WRITE TWO WORDS FOR
 - FAMILY (DAYS, MONTHS, FRUITS, VEGETABLES, BODY PARTS, ANIMALS, BIRDS ETC)
 - ALPHABET ASKED
- SHOULD BE ABLE TO TRANSLATE THE WORD GIVEN IN LOCAL LANGUAGE

LEVEL 3

- SHOULD BE ABLE TO WRITE 3 -4 SENTENCES ON A PICTURE GIVEN
- SHOULD BE ABLE TO READ THE SIMPLE PARAGRAPH AND ANSWER THE “WHO” QUESTION
- SHOULD BE ABLE TO READ THE SIMPLE PARAGRAPH AND ANSWER THE “WHAT” QUESTION
- SHOULD BE ABLE TO READ THE SIMPLE PARAGRAPH AND ANSWER THE “WHERE” QUESTION

GRADES 7 AND 8

LEVEL 1

- SHOULD BE ABLE TO IDENTIFY CAPITAL ALPHABETS
- SHOULD BE ABLE TO IDENTIFY SMALL ALPHABETS
- SHOULD BE ABLE TO WRITE THE ALPHABETS

LEVEL 2

- SHOULD BE ABLE TO IDENTIFY A PICTURE AND WRITE THE NOUN OR A VERB
- SHOULD BE ABLE TO WRITE TWO WORDS FOR
 - FAMILY (DAYS, MONTHS, FRUITS, VEGETABLES, BODY PARTS, ANIMALS, BIRDS ETC)
 - ALPHABET ASKED
- SHOULD BE ABLE TO TRANSLATE THE WORD GIVEN IN LOCAL LANGUAGE

LEVEL 3

- SHOULD BE ABLE TO WRITE 3 -4 SENTENCES ON A PICTURE GIVEN
- SHOULD BE ABLE TO READ THE SIMPLE PARAGRAPH AND ANSWER THE “WHO” QUESTION
- SHOULD BE ABLE TO READ THE SIMPLE PARAGRAPH AND ANSWER THE “WHAT” QUESTION
- SHOULD BE ABLE TO READ THE SIMPLE PARAGRAPH AND ANSWER THE “WHERE” QUESTION



LEVEL 4

- SHOULD BE ABLE TO WRITE 6 -8 SENTENCES ON A PICTURE GIVEN
- SHOULD BE ABLE TO WRITE 5- 6 SENTENCES ON A WORD/ TOPIC GIVEN
- SHOULD BE ABLE TO COMPREHEND THE SIMPLE PARAGRAPH AND ANSWER THE “WHO” QUESTION
- SHOULD BE ABLE TO COMPREHEND THE SIMPLE PARAGRAPH AND ANSWER THE “WHAT” QUESTION
- SHOULD BE ABLE TO COMPREHEND THE SIMPLE PARAGRAPH AND ANSWER THE “HOW” QUESTION

MATHEMATICS

Derived from the Pratham standards to evaluate students at Grade 5, Grade 6, Grade 7, and Grade 8

GRADE 5 and 6

- SHOULD BE ABLE TO IDENTIFY A NUMBER
- SHOULD BE ABLE TO DETERMINE PLACE VALUE OF A NUMBER
- SHOULD BE ABLE TO COMPARE 2 DIGIT AND 3 DIGIT NUMBERS
- SHOULD BE ABLE TO ADD TWO 2-DIGIT INTEGERS WITHOUT CARRY OVER
- SHOULD BE ABLE TO ADD TWO 2 -DIGIT INTEGERS WITH CARRY OVER
- SHOULD BE ABLE TO ADD TWO 3-DIGIT NUMBERS WITH CARRY OVER
- SHOULD BE ABLE TO SUBTRACT TWO 2-DIGIT INTEGERS WITHOUT CARRY OVER
- SHOULD BE ABLE TO SUBTRACT TWO 2-DIGIT NUMBERS WITH CARRY OVER
- SHOULD BE ABLE TO SUBTRACT TWO 3-DIGIT NUMBERS WITH CARRY OVER
- SHOULD BE ABLE TO WRITE THE TABLES OF A GIVEN NUMBER
- SHOULD BE ABLE TO FILL IN THE BLANKS ON TABLES ASKED
- SHOULD BE ABLE TO MULTIPLY A 2 DIGIT NUMBER WITH A 2 DIGIT NUMBER
- SHOULD BE ABLE TO DIVIDE A 2 DIGIT NUMBER BY A 1 DIGIT NUMBER
- SHOULD BE ABLE TO DIVIDE A 3 DIGIT NUMBER BY A 1 DIGIT NUMBER
- SHOULD BE ABLE TO UNDERSTAND A WORD PROBLEM ON ADDITION AND SOLVE

GRADE 7

- SHOULD BE ABLE TO IDENTIFY A NUMBER
- SHOULD BE ABLE TO DETERMINE PLACE VALUE OF A NUMBER
- SHOULD BE ABLE TO COMPARE 2 DIGIT AND 3 DIGIT NUMBERS
- SHOULD BE ABLE TO ADD TWO 3 -DIGIT INTEGERS WITH CARRY OVER
- SHOULD BE ABLE TO ADD TWO DECIMALS WITH CARRY OVER
- SHOULD BE ABLE TO ADD TWO FRACTIONS
- SHOULD BE ABLE TO SUBTRACT TWO 3-DIGIT INTEGERS WITH CARRY OVER
- SHOULD BE ABLE TO SUBTRACT TWO DECIMALS WITH CARRY OVER
- SHOULD BE ABLE TO SUBTRACT TWO FRACTIONS
- SHOULD BE ABLE TO WRITE THE TABLES OF A GIVEN NUMBER
- SHOULD BE ABLE TO FILL IN THE BLANKS ON 1 DIGIT TABLES ASKED



- xii. SHOULD BE ABLE TO FILL IN THE BLANKS ON 2 DIGIT TABLES ASKED
- xiii. SHOULD BE ABLE TO MULTIPLY A 2 DIGIT NUMBER WITH A 2 DIGIT NUMBER
- xiv. SHOULD BE ABLE TO MULTIPLY A 3 DIGIT NUMBER WITH A 3 DIGIT NUMBER
- xv. SHOULD BE ABLE TO DETERMINE THE FACTORS OF A GIVEN NUMBER
- xvi. SHOULD BE ABLE TO DETERMINE THE LCM AND HCF OF GIVEN 2 NUMBERS
- xvii. SHOULD BE ABLE TO DIVIDE A 3 DIGIT NUMBER BY A 1 DIGIT NUMBER WITHOUT REMAINDER
- xviii. SHOULD BE ABLE TO DIVIDE A 4 DIGIT NUMBER BY A 1 DIGIT NUMBER WITH REMAINDER
- xix. SHOULD BE ABLE TO UNDERSTAND A WORD PROBLEM ON SUBTRACTION AND SOLVE
- xx. SHOULD BE ABLE TO UNDERSTAND A WORD PROBLEM ON MULTIPLICATION AND SOLVE

GRADE 8

- i. SHOULD BE ABLE TO IDENTIFY A NUMBER
- ii. SHOULD BE ABLE TO DETERMINE PLACE VALUE OF A NUMBER
- iii. SHOULD BE ABLE TO COMPARE 2 DIGIT AND 3 DIGIT NUMBERS
- iv. SHOULD BE ABLE TO COMPARE 2 FRACTIONS
- v. SHOULD BE ABLE TO ADD TWO 3 -DIGIT INTEGERS WITH CARRY OVER
- vi. SHOULD BE ABLE TO ADD TWO DECIMALS WITH CARRY OVER
- vii. SHOULD BE ABLE TO ADD TWO FRACTIONS
- viii. SHOULD BE ABLE TO SUBTRACT TWO 3-DIGIT INTEGERS WITH CARRY OVER
- ix. SHOULD BE ABLE TO SUBTRACT TWO DECIMALS WITH CARRY OVER
- x. SHOULD BE ABLE TO SUBTRACT TWO FRACTIONS
- xi. SHOULD BE ABLE TO WRITE THE TABLES OF A GIVEN NUMBER
- xii. SHOULD BE ABLE TO FILL IN THE BLANKS ON 1 DIGIT TABLES ASKED
- xiii. SHOULD BE ABLE TO FILL IN THE BLANKS ON 2 DIGIT TABLES ASKED
- xiv. SHOULD BE ABLE TO MULTIPLY A 3 DIGIT NUMBER WITH A 2 DIGIT NUMBER
- xv. SHOULD BE ABLE TO MULTIPLY A 3 DIGIT NUMBER WITH A 3 DIGIT NUMBER
- xvi. SHOULD BE ABLE TO DETERMINE THE FACTORS OF A GIVEN NUMBER
- xvii. SHOULD BE ABLE TO DETERMINE THE LCM AND HCF OF GIVEN 2 NUMBERS
- xviii. SHOULD BE ABLE TO DIVIDE A 3 DIGIT NUMBER BY A 1 DIGIT NUMBER
- xix. SHOULD BE ABLE TO DIVIDE A 4 DIGIT NUMBER BY A 2 DIGIT NUMBER
- xx. SHOULD BE ABLE TO UNDERSTAND A WORD PROBLEM ON MULTIPLICATION AND SOLVE