



# Learning Level Assessment

Identification of learning gaps and enhancement of  
learning levels in secondary Education

## *Learning Level Assessment (Uttarakhand)*

(Identification of learning gaps and enhancement of learning levels in secondary Education)

### Introduction

The Government of Uttarakhand has adopted CBSE syllabus in place of traditional own board syllabus. RTE & CCE have been implemented in the state at the elementary level. After the introduction of RTE, the class IX has become the crucial juncture for the students. There was a need to give them some supplements in the form of qualitative educational activity to explore their learning gaps. Hence the activity Learning Level Assessment has been introduced at class IX to identify the gaps of students.



### Rationale

Now a day there is paradigm shift in every part of the world and the shift also has shown in teaching learning process. The big gap has occurred and to bridge the gap new approaches should be introduced. Teacher plays a role of guide and facilitator for student, while student it self in a role of creator of knowledge. The poor enforcement of teacher's accountability and no detention imperative up to class VIII under RTE Act might be the reason for learning gaps.



So to eradicate the learning gaps, elevate the confidence level and to reduce dropout rates of students, the activity Learning Level Assessment has risen on the horizon of secondary education.

### Target Group

All students of class IX in Government and Government aided schools.

### Strategy

The programme has been implemented in following steps:

#### **1. Meeting of State Resource Group (SRG)**

A meeting of SRG organized at state level. A programme of action has been scheduled and a group of subject experts has been identified for preparation of tools in this meeting.

## 2. Mapping of Subject-wise Competencies for Class VIII and IX

Meeting of subject experts organized at state level and carried out the



following activities:

- Analysis of Class VIII and Class IX syllabus.
  - Identification of common topics in four core subject (Hindi, English, Maths & Science) for class VIII & IX.
  - Identification of competencies in common topics.
- Prioritization of minimum required competencies for remedial teaching.

## 3. Development of Tools

Child friendly and competency based assessment tools in four core subject i.e. Hindi, English, Maths & Science have been prepared by group of experts.

Subject-wise and competency-wise formats for child achievement profile have developed and instructions for principals and teachers delivered. Validation of pre and post tools have been done by subject specialist. In place of traditional marking system new three tier achievement level system has been introduced.



(1) *Not Achieved : NA*

(2) *Partially Achieved : PA*

(3) *Achieved : A*

## 4. Training

KRPs, MTs & BEOs have been trained with the help of SIEMAT. These trained KRPs, MTs & BEOs have given training to principals and teachers at district/block level.

## 5. Identification of Learning Gaps (Base Line -Test)

The identification of learning gaps have been identified with the help of child friendly assessment on prescribed tool by state level. The methods of assessment adopted are written test, oral test, group discussion & group activities.

## 6. Mapping of Learning Gaps and Remedial Areas

Mapping of learning gaps and remedial areas have been found out with the help of table given herein (example):

School:.....								Subject:.....			
Name of Student	Competencies										
	1	2	3	4	5	6	7	.....	.....	14	15
Student 1	A	A	PA	PA	NA	A	A				
Student 2	NA	A	NA	A	PA	A	A				
Student 3	A	A	NA	A	PA	A	A				
Student 4	PA	A	PA	A	PA	A	A				
Student 5	PA	PA	NA	A	PA	A	A				
Student 6	A	NA	A	PA	A	A	PA				
Student 7	NA	A	NA	A	A	A	PA				
Student 8	A	A	PA	NA	PA	PA	PA				
<b>Total (NA+PA)</b>	<b>04</b>	<b>02</b>	<b>07</b>	<b>03</b>	<b>06</b>	<b>01</b>	<b>03</b>				
<b>Priority Areas for Remediation:</b>											
1. Topic-3    2. Topic-5    3. Topic-1    4. Topic-4 & 7    5. Topic-2    6. Topic-6											

## 7. Remedial Teaching

Remedial teaching have been given to identified students by subject teachers and experts with the help of text books, project work, peer group learning and TLM. The activity conducted atleast 50 teaching hours per subject with in the school time.

## 8. Post Assessment

In the Post Assessment same procedure like baseline assessment has been adopted.

## 9. Remedial Teaching for NA+PA Children in Post Assessment

The result of Post Assessment has been analyzed and the students who got PA and NA in the Post Assessment have been given remedial teaching with special attention in regular class room.

This programme is presented in JRM of RMSA and appreciated by GOI. This programme is also discussed and appreciated in PAB meeting held on 24<sup>th</sup> April, 2014.

