

Assessment of Teaching and Learning, Dhamtari – An overview

ASER Centre, April 2015

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Background – Why this study?

Chhattisgarh government has been carrying out the **Minimal Learning Level (MLL)** programme which defines grade wise learning outcomes to be achieved during a school year.

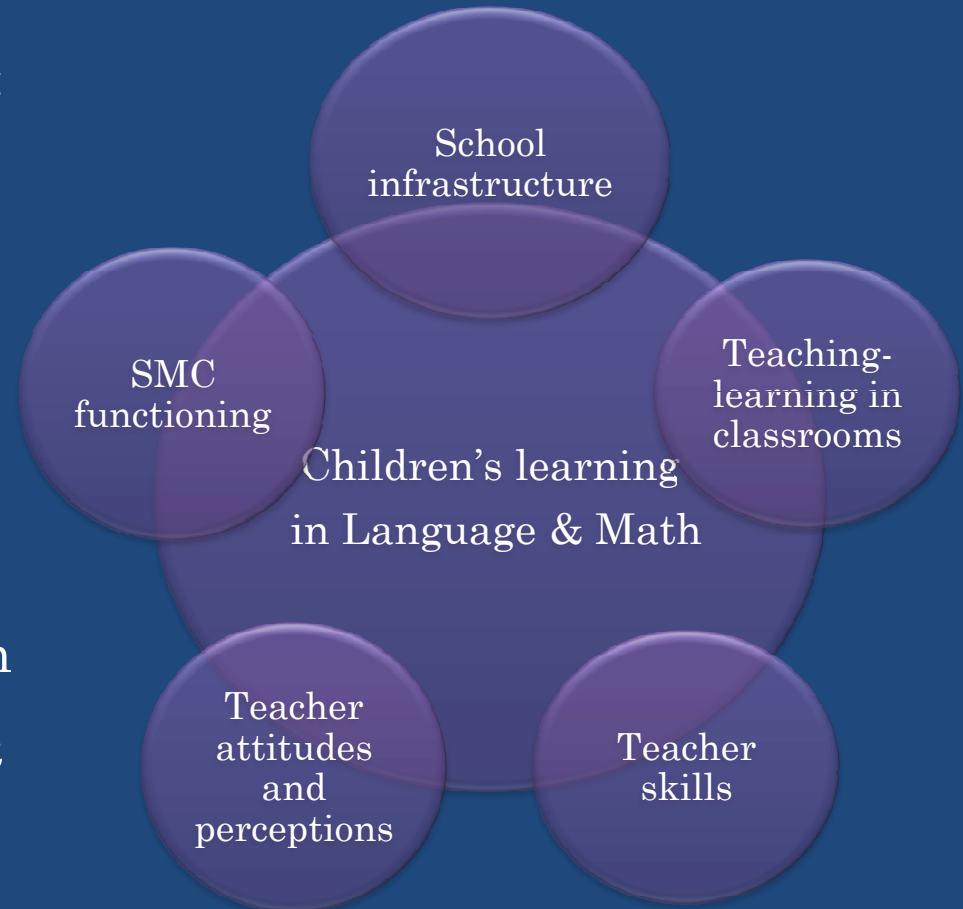
In Dhamtari, all schools have banners highlighting these learning outcomes defined in the MLL programme. All children in Std 1 to 8 in the district were assessed to track progress under this programme. In addition to this, several other programmes like Remedial Classes, SMC training, EduTrack are being run by the district administration. Focussed monitoring programmes are also designed to ensure these efforts are effectively implemented on the ground.

This study was conceived as a joint effort with ASER Centre and District administration conducting the assessment in collaboration to see how much improvement is made by the programmes listed above.

Objectives of this study

This assessment aims to understand:

- ❑ current learning outcomes of children in government primary and middle schools
- ❑ factors that influence/interact with teaching and learning in government schools

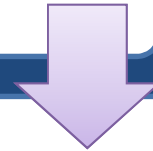


Phases of this study

Tool development
(Dec 2014 - Jan 2015)



Training of DIET students
(Feb 2015)



Data collection in the field
(Feb 2015)



Data analysis (Mar-Apr 2015)

Phase 1: Tool development

The assessment tools and other questionnaires/formats for this study was developed by ASER Centre.

- ❑ Previous data from ASER Surveys and Pratham's Block Excellence Programme (BEP) was reviewed.
- ❑ Current Chhattisgarh textbooks were thoroughly analysed to understand curriculum expectations.
- ❑ Draft tools were created and field trialled in Chhattisgarh schools. Based on the findings from the field trial the tools and instructions were revised.
- ❑ Apart from the assessment tools, various formats/questionnaires were designed to capture information on other indicators.
- ❑ Formats were vetted by ASER Centre's Chhattisgarh team to ensure all questions are applicable to Dhamtari's context.

Phase 2: Training of DIET students

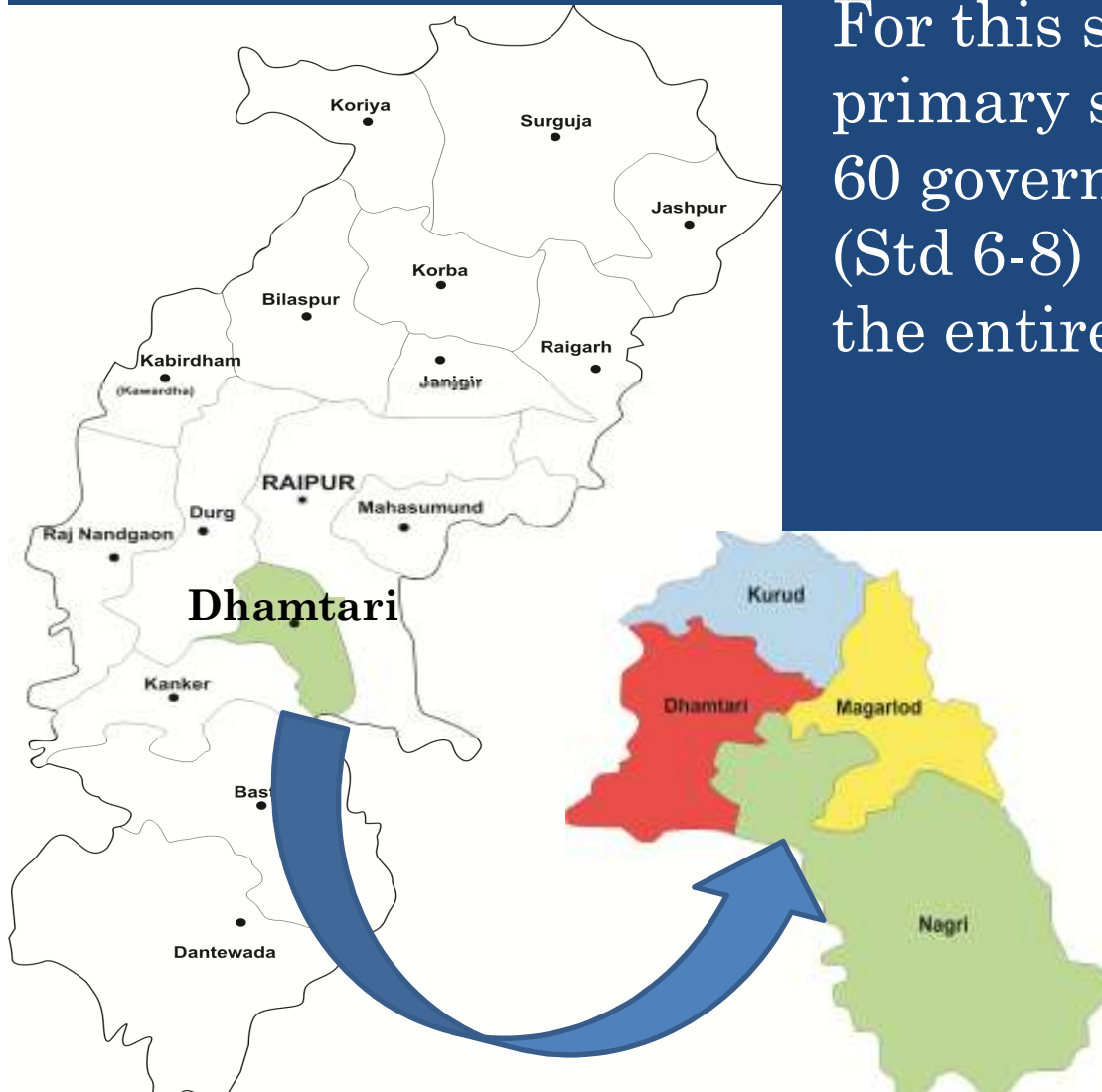
Date	9 – 13 February 2015
Venue	DIET, Nagri, Dhamtari
Number of trainees	Approx 130
Number of trainers	10 facilitators from ASER Centre
Other participants/visitors	DEO, DIET Principal, BRPs

- ❑ ***Classroom sessions (~20 hours)*** – Trainees were trained on administration of assessment tools and other formats/questionnaires.
- ❑ ***Field visit sessions (~10 hours)*** – Trainees (in groups) were sent to nearby schools to practice administering the tools and formats. Each group was accompanied by at least 1 member from ASER team and local BRPs.
- ❑ ***Revision sessions*** – Trainees' doubts and some non-negotiable points were discussed during revision sessions.
- ❑ ***Quiz*** – All trainees were given a quiz to assess their understanding of the assessment procedures related to this study.

Phase 3: Data collection in the field

□ *Sampling*

For this study 60 government primary schools (Std 1-5) and 60 government middle schools (Std 6-8) were randomly sampled in the entire district.



Block	Primary schools	Middle schools
Dhamtari	19	15
Kurud	15	13
Magarlod	11	12
Nagri	15	20
Total	60	60

Data collection in the field (2)

□ *Assessment plan*

A team of 2 DIET students were asked to carry out the assessment in 1 primary and 1 middle school. Entire material for the assessment was handed out to the surveyors on the last day of the training. Three days were given to complete the assessment in each school.

Day	Task	Description
DAY 1	<i>Filling School Information Sheet</i>	To <i>record information on school infrastructure</i> , enrollment and attendance figures
	<i>Assessment of Std 3/7 children (depending on the type of school)</i>	To <i>understand the learning levels</i> in Language and Math
DAY 2	<i>Observing Language/Math classroom for Std 3/7</i>	To <i>record information about classroom practices</i> and environment
	<i>Asking teachers to fill teacher questionnaires</i>	To <i>record teachers' educational details</i> , etc and <i>recording their perceptions</i> and views on several teaching/learning domains
	<i>Assessment of teachers</i>	To <i>understand teachers' Language and Math skills</i>
DAY 3	<i>Filling School Management Committee format</i>	To <i>understand the structure and functioning of the SMC</i>
	<i>Tracking children in community</i>	On Day 3, surveyors tried <i>to track and assess those children in the community who were not present in school</i>

Data collection in the field (3)

□ *Monitoring and Recheck*

ASER Centre team along with respective BRPs conducted extensive field monitoring during the entire data collection phase. Many schools were also field rechecked after the assessment was over to ensure all procedures were followed satisfactorily.

See note on quality assurance on Slide 13 & 14.

□ *Grading of papers*

A selected group of DIET students and SSA teachers were trained separately to grade written responses of student's language assessment and teacher assessment respectively.

Phase 4: Data entry and analysis

❑ *Software for data entry*

A software was created to enter data from all schools for learning assessment and other formats. The software automatically implemented some basic checks to ensure quality of data entry.

❑ *Data entry*

All the assessment tools and filled formats were sent to Delhi and were entered at ASER Centre's data entry centre. Multiple rounds of recheck were done on the entered data to ensure data entry errors are minimised.

❑ *Data analysis*

The entered data was analysed by ASER team using statistical packages like STATA, etc to generate tables and graphs. The data was analysed to provide insights to make improvements in the teaching learning process in schools.

Quality assurance steps

Phase	Steps taken:
Tool development	• Multiple rounds of proof readings to eliminate errors • Field trials to ensure the tools are reliable and valid
Training	• Classroom sessions conducted in 3 halls to ensure that facilitators are able to closely work with all trainees • Field visit sessions organised to give the trainees sufficient practice of administrating the tools and formats • Quiz was given to all trainees to gauge their understanding of assessment procedures and identify areas of confusion • Revision sessions to refresh some common misconceptions
Data collection	• Surveyors were given villages of their choice so that they can reach the villages conveniently • 1 or 2 members from ASER team closely monitored the survey in each block • Villages for field monitoring were purposively selected after going through the profile of surveyors (quiz marks, performance in field visit). <i>In total 43.3% of schools were field monitored</i> • ASER team members were in constant touch over the phone with all surveyors for their respective block

Quality assurance steps (2)

Phase	Steps taken:
Data collection	• After the data collection was over some schools were purposively field rechecked. <i>In total 10.8% of schools were field rechecked.</i> <i><u>Cumulatively 54% schools were either monitored or rechecked</u></i> • Once the surveyors submitted the hardcopy formats for completed schools, ASER team conducted a thorough desk recheck of all booklets and formats to ensure information is filled correctly • <i>After rechecking the papers it was discovered that grading for Std 7 Language Tools was not done satisfactorily by the DIET students. All Std 7 Language Tools were regraded by ASER team in Delhi</i> • <i>Similarly, all teacher assessment tools (for Language and Math) were regraded by the ASER team in Delhi</i>
Data entry and analysis	• Entire data entry process was closely supervised by ASER Centre team. For missing data hardcopies were cross checked to ensure that data entry errors are minimised



THANK YOU

Photo credit: Vikram Guria in Magarlod