UNIT 16 USING THE RESULTS OF ASSESSMENT FOR IMPROVING LEARNING

STRUCTURE

16.0 INTRODUCTION

You have learnt in Unit-14 that assessment seeks to support and improve child's learning and development. You have also learnt the use of different tools and techniques to collect varied information on the progress of each of your students in the scholastic and co-scholastic areas in Unit 15. These results on the performance and progress of each student are either in the form of number or quantity (like scores or marks) or in qualitative terms (like descriptive statements). The data and evidence so collected have to be recorded and classified to analyse the performance of students from different angles of students' growth and reported to different stakeholders differently in order to facilitate students' learning and take suitable measures for enhancing their learning level at respective end. These recorded evidences of changes and progress of the students are also used to improve the on-going learning-teaching processes and to modify the plan of teaching. In this unit, let us discuss 'what', 'why' and 'how' of recording and

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reporting assessment results in different curricular and co-curricular areas, and how to plan follow-up programmes based on the analysis of assessment records for furthering students' learning.

At least 8 hours of study will be required for completion of this unit.

16.1 LEARNING OBJECTIVES

After completing this unit, you will be able to:

- Describe the need and processes for recording and reporting of the learning performance of students in different scholastic and co-scholastic areas;

- Use the assessment results to identify individual needs and learning requirements of the students and take follow-up action so as to bring improvement in students' learning;

- Share the assessment results with different stakeholders for their appropriate support in the learning of students;

- Reflect on the assessment results to refine your own strategy of teaching and assessment so as to enhance students' learning.

16.2 RECORDING AND REPORTING OF ASSESS- MENT RESULTS

Whenever you conduct an examination, what do you do with the answer scripts? You give marks on the answers and determine the total marks obtained by each student on each subject. Then enter these marks on a register against the names of the individual students. This marks register is a permanent record kept for future use. After recording the marks in the register, progress cards for each student is prepared and issued to each student for his/her information and perusal by his/her parents. In some schools, parent-teacher meeting is held after each examination to share the results of the students in the examination. Recording and reporting of student's performance (mostly on written responses) in scholastic areas (i.e. in subjects included in the prescribed syllabus) are the familiar and continuing practices in our schools.

But with the emphasis on continuous and comprehensive evaluation, the assessment is no more confined only to the scholastic areas. In order to assess the individual students holistically, all the scholastic and co-scholastic areas are being included in the assessment programmes which has been already discussed in detail in previous units. It is hence evident that the dimensions of recording have to increase with the widening of the dimensions of assessment of students' performance in both scholastic and co-scholastic areas. Similarly, reporting the

recorded results to several stakeholders has also become quite a challenging job. Let us discuss the different forms of recording and reporting and their implications.

16.2.1 Need for Recording and Reporting

Once you have the information and evidence of students' learning progress in different scholastic, co-scholastic activities and socio-personal qualities collected from various sources through different methods, they are recorded systematically. This is done subject wise and term wise over a period. To ensure all-round development of every learner to his/her potential, recording of evidences of students' performance in the scholastic and co-scholastic areas is very important in Continuous and Comprehensive Evaluation (CCE). These records of students' learning performance serve a variety of specific functions in the school.

Recording: The process of systematic documentation of evidences of students' learning performance and progress in both scholastic and co-scholastic areas gathered by using various tools and techniques of assessment is called recording.

Reporting: Communicating and sharing feedback on assessment to show how a child learns and progresses from a lower level of understanding and skill acquisition to higher and more complex levels of learning over time is called reporting.

The records of students' learning performance can be best described in relation to the users of the reports who include (i) students and parents, (ii) teachers and counsellors, and (iii) planners and administrators.

(i) Students and Parents

Let us see how recording and reporting help the students and their parents.

-   It clarifies the objectives of the school programme. The student gets to know what they are doing and why they are doing. The parents also get to know what the child is doing in the school and the agenda of the school behind a particular school activity.

-   It indicates students' strength and weakness in learning. For example, a student may be strong in Mathematics but he/she may be weak in the Language subject or he/she may be strong in games and sports but weak in scholastic areas, etc. This would give scope to students and parents to work on the weak areas.

-   It promotes greater understanding of the student's personal and social development. For example, a child who is shy may be given opportunity to open-up in a debate class.

- It contributes to student's motivation. When the student sees his/her achievement and success he/she feels charged up to improve his/her performance. There can't be any better incentive than success. It has to be ensured that the records contain enough strong points of the student to cheer about which would motivate him/her and also helps his/her parents to contribute to maintain his/her motivational level.

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(ii) Teachers and Counsellors

The learning performance record helps the teachers and counsellors to provide varied information collected to understand the potential of the students. On the basis of available evidence, they can draw conclusion about how a student is learning and/or progressing. It is necessary for them to understand 'where the student is?', and 'what needs to be done to help the student?' so that they can lift the child to the level where he/she should be according to age and ability.

The analysis and review of records on periodic basis help the teacher to reflect on

- the teaching strategies and methods,
- classroom management, and
- use of materials and resources available inside and outside school so as to improve upon his/her performance.

On the other hand a counsellor (somebody may be officially there or a teacher can also assume the role of the counsellor) can address the roadblocks in learning performance if any, on account of personal problems in a face to face situation to ensure student's progress. A system of recording and reporting, if it is comprehensive and diagnostic, can guide student's learning effectively, aid in their personal-social development and help in realistic educational planning.

(iii) Planners and Administrators

The recording also serves the following purpose to the planners and administrators.

- monitor the quality of education imparted across levels starting from cluster to district,
- examine the effectiveness of inputs and interventions,
- classify and categorize schools for upgrading the quality of learning,
- assess teacher performance to make teachers accountable for their performance, and
- undertake state-wide reforms in the areas like curriculum development and teacher education.

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Since recording and reporting constitute an integral part of assessment, reporting needs to be spelt out clearly. Whatever has been recorded must be based on evidence and data and needs to be shared. The sharing needs to be of preventive, proactive, progressive and corrective type instead of fault finding. The purpose is to accept the child as s/he is, taking responsibility of his/her progress and seeking the assistance of others for the progress so that it prevents the child from falling behind. While reporting it has to be made clear as to who will do what to increase the learning performance of children. Based on the functions of recording; reporting has to be different for different stakeholders. Each stakeholder has some action points for him/her. For example, if a child is untidy, the parents may be reported that the child would cope better with his/her friends if he/she comes to school with clean dress and combed hair. If a child is found avoiding English class, then there may be something in the report for the English teacher concerned to give personal attention to the child. Instead of making the report uniform for all, it may be thought how it can be flexible enough to report individual strength and weakness.

The timing of reporting is very important from the point of view of students' learning. The assessment record must be shared with the students immediately after the assessment particularly in the scholastic areas so that they get immediate feedback. However, the assessment record may be shared with the parents at the end of each term. The assessment record needs to be brought to the notice of the Headmaster when he/she is engaged in academic planning at the beginning of the session. The subject teacher must get the record immediately to initiate corrective or enrichment activities for his/her students. The profile containing assessment data needs to be transferred when the student leaves school or gets admission elsewhere along with his/her movement.

E1   State one implication of reporting for each of the following:

Students, teachers, and parents.

16.2.2 Process of Recording Learning Progress

Reporting through traditional marking system is not good enough to understand the child and to further his/her learning. A simple score of 45 in English does not give an idea of how well a student has done on a test administered on him/her. Without certain other information it is not possible to give meaning to that score and draw relevant conclusions. A score, therefore, must not be interpreted just on the basis of a raw score. A score of 45 obtained by Sofy in English means, she has not done well in this subject. To understand this better , do the following activity.

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⚒ ACTIVITY -1

Let us consider the information on Sofy's performance in English given below.

● *That the highest score normally secured in the subject is 70.*

● *That the highest score obtained by a student in that class is 53.*

● *That the lowest score in the class is 12.*

● *That the average score of the class is 27.*

● *That only 7% of the students in her class scored more marks than 45.*

● *Sofy has secured 36 marks in English in the previous examination.*

● *Sofy is regular in attending English classes.*

● *Sofy has a liking for the subject English.*

Draw your conclusions on Sofy's performance in English.

Thus, recording and reporting of assessment data becomes complete and meaningful when it includes the previous performance, assessment of both scholastic and co-scholastic components, performance indicators and the like. While recording the results of different assessment of your students, you need to take note of the following points:

- Recording has to be done individually.

- Recording format would vary depending on the type of data and the way it is generated.

- Recording will be done objectively based on evidence.

- While recording qualitative data, the description has to be precisely stated without being too general.

- Use very simple language without any jargon so as to be easily and clearly understood by all the stakeholders.

- Recording has to be done with positive and helping mindset to enhance learning level of student. Recording should not be an exercise of fault finding.

- Recorded data have to be shared with different stakeholders to provide appropriate support at their level.

- The assessment data need to be recorded in such a manner that action points for different stakeholders emerge clearly from the recorded data.

Let's design a Performance Report Card for recording the achievements of students of Classes VI-VIII.

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Performance indicators have to be clearly mentioned in the Performance Report Card. It may be in the form of a 5-point rating scale as follows for the scholastic areas:

Grade A	80% and above	Excellent
Grade B	65% - 79%	Very Good
Grade C	50% - 64%	Good
Grade D	35% - 49%	Average
Grade E	Below 35%	Needs special care

For co-scholastic and co-curricular areas, it may be in the form of a 3-point rating scale such as;

Grade A	Very Good
Grade B	Good
Grade C	Needs further care

Student's Performance Report Card

A. Student's Profile

Name of the Learner: _____

Name of the School:_____

Class: _____   Section: _____ Roll No._____ Year: _____

B. Performance in the Scholastic Areas

Sl. No	Subject	Term - I Marks/Grades				Term - II Marks/Grades				Term - III Marks/Grades			
		O	W	P	T	O	W	P	T	O	W	P	T
1	Lang.1												
2	Lang.2												
3	Lang.3												
4	Math.												
5	Gen Sc												
6	S. Sc.												

N.B: *O – Oral, W – Written, P – Project/Practical/Assignment & T – Total*

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A. *Performance in the Co-scholastic Areas*

Sl. No	Co-scholastic Areas	Grade Term I	Grade Term II	Grade Term III
1	Art Education			
2	Work Experience			
3	Health and Physical Education			

B. *Personal-Social Qualities*

Sl. No	Personal-Social Qualities	Grade Term I	Grade Term II	Grade Term III
1.				
2.				
3.				
4.				
5.				

N.B. 5 Personal-Social Qualities may be chosen out of cleanliness, co-operation, punctuality/regularity, discipline and obedience, emotional stability, initiative, responsibility, diligence, environmental awareness, tolerance, appreciation of good qualities, leadership, truthfulness, patriotism, social service, civic sense, dignity of manual labour, respect for elders, protection of environment and protection of cultural heritage.

E. *Co-curricular Activities*

Sl. No	Co-curricular Activities	Grade Term I	Grade Term II	Grade Term III
1	Literary(reading, recitation, debate, creative writing)			
2	Scientific(club activities, nature study, computer literacy)			
3.	Artistic(drawing. Painting, embroidery, craft, sculpture)			
4.	Cultural(music, performing art)			
5.	Physical(indoor, outdoor, yogic exercise)			

6.	Miscellaneous (first-aid, red cross, scouting, N.C.C., adventure activities)			

C.   Attendance

Term I		Term II		Term III	
No. of Working Days	Attended	No. of Working Days	Attended	No. of Working Days	Attended

G . Remarks

Sl. No	Remarks of	Remarks on:	Term I	Term II	Term III
1.	Class Teacher	Strength			
		Areas of improvement			
2.	Head-Master/ Principal	Strength			
		Areas of improvement			
3.	Parents	Strength			
		Areas of improvement			

H. Signature

Parents   *Class-teacher*   *HM / Principal*

ACTIVITY -2

Can the performance of the student be recorded as per the format suggested above? Is it a ready to use format? If not, what modification would you like to do taking into consideration the local needs?

In Report Card for Classes VI – VIII discussed above, you might have noticed that, the Report Card captures assessment data subject-wise over a period of three terms under scholastic areas with reference to three dimensions only (Oral, Written and Project/Practical/Assignment). But, if you, as a teacher, are keen to raise the learning level of a particular student in your subject which you are teaching, it will not serve your purpose. You have to identify a list of indicators of learning outcomes of the subject and observe at least 3-5 children each day and keep a brief record in your register. By the end of the month, you have some

observations about each student of your class. This would help you in making a quarterly progress report in your subject. This process may enable you to identify the subject specific strength and weakness of the learner.

E-2   State any four differences in the process of recording progress of students in different curricular and co-curricular areas and point out the reasons for variation in the process.

Here is an example of a detailed list of indicators for Environmental Studies (EVS) taught from Classes III – V. By the time children complete primary school their abilities and concepts need to develop along the following indicators which may be rated through a 3-point scale (1, 2, 3) where 1 means requiring support, 2 means good, and 3 means very good..

Recording learning performance in EVS for Class – V

Sl. No	Dimensions	Indicators	Term-wise Rating		
			Term I	*Term II*	*Term III*
1	Observation and Recording	Using the sense to gather information Observing an object, an event or a phenomenon			
		Identifying differences between similar objects/event			
		Identifying similarities between different objects/ events.			
		Noticing greater details			
		Recognizing the order of events that take place in a sequence.			
		Reporting and narrating an event or process; oral and written presentations.			
		Reading pictures, maps and tables; with gradually increasing complexity			
2.	Discussion	Listening to others' ideas and opinions.			
		Expressing one's thoughts / ideas / opinions in a group			

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		Repeating and responding to others' ideas and opinions			
		Openness to accept feedback from others and appreciating that others may have a different point of view			
		Reviewing one's thoughts and ideas depending on feedback from others			
		Finding out from other people, even strangers outside school .			
3	Expression	Expressing verbally			
		Expressing oneself through gestures/ body language; sculpting in clay			
		Expressing through drawings.			
		Understanding that making a drawing of a place is different from making a symbolic map; developing the basic ability to draw simple maps.			
		Expressing one's own ideas and thoughts through creative writing			
4.	Explanation	Formulating one's own reasoning for an observed event/activity.			
		Thinking critically about one's own reasoning.			
		Making logical connections.			
		Making simple hypotheses – to explain observations or relationships in terms of a principle or concept.			
		Recognizing that there can be more than one possible explanation of an event/ activity.			
		Recognizing the need to test explanations by gathering more evidence.			

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		Using evidence or patterns to make a prediction (as different from a guess, which needs no evidence)			
5	Classification	Identifying a group of objects on the basis of observable characteristics. Identifying differences/contrasts in groups of objects.			
		Identifying similarities in groups of objects.			
		Grouping the objects on the basis of one variable at a time.			
6	Questioning	Asking questions to get information about objects, events and people			
		Raising critical questions that help deeper analysis			
		Asking questions based on hypotheses.			
		Identifying questions which can be answered by their own investigations			
		Recognizing that some questions cannot be answered by inquiry			
7	Analysis	Defining the situation/event in their own language			
		Identifying/predicting possible causes of any event/ phenomenon			
		Checking evidences which does not fit into the pattern of findings			
		Treating every conclusion as being open to challenge by new evidence, and changing ideas when a different one makes better sense of evidence			
		Making inferences based on evidence gained by experience/experiments.			

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8	Experimen-tation	Handling things or equipment with care – individually and in a group			
		Doing activities individually and in a group through systemic steps			
		Showing respect and care for living beings			
		Showing concern for minimum wastage of materials; trying to reuse and recycle			
		Using standard or non-standard measures in making comparisons and taking readings			
		Improving and creating new things on their own			
9	Concern for Justice and Equality Co-operation	Being respective to the views of children from different life experience/cultures.			
		Being sensitive towards others who may be disadvantaged and differently-abled.			
		Conscious of inequalities in the family and society; being able to reflect and question.			
		Having a strong sense of justice and being ready to act for a just cause.			
10	Cooperation	Accepting one's own strengths and weaknesses			
		Appreciating other's view points			
		Taking initiatives/ responsibility in conducting collective work			
		Sharing and working with others; being considerate and helpful towards others			

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Recording learning performance in Language for Class – V

Language learning means acquisition of four language skills i.e. Listening, Speaking, Reading and Writing. Therefore, you may use the same 3-point scale as used in rating the indicators in EVS to record the abilities under each competence over a period of three terms on the basis of his/her day-to-day class-room observation.

Sl. No.	Points of Assessment	Indicators	Term-wise Rating		
			Term I	Term II	Term III
1.	Listening	Listens to and understands a range of oral texts (e.g., a class lecture, TV/Radio news broadcast, announcements, debates, instructions etc.)			
		Can transcribe sentences and passages dictated by the teacher.			
2	Speaking	Recognizes/identifies key words and phrases.			
		Can make inferences and predictions.			
		Can summarize main points in an oral text.			
		Provides responses, makes judgements and draws conclusions			
		Makes use of different intonations.			
		Shares experiences, observations and ideas during structured group talks.			
		Can express and respond to opinions and ideas clearly, concisely and accurately.			
		Can support own opinions, conclusions, etc. with examples.			
		Can carry out conversations on day-to-day matters			
3.	Reading	Reads a range of grade appropriate texts both orally and silently.			

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		Uses prior knowledge, experience and information in various contexts			
.		Can use dictionary or encyclopaedia			
		Can initially respond to the text.			
		Understands and appreciates articles, poems, reports, etc.			
4.	Writing	Can write letters, descriptions; prepare posters, notices; and write messages.			
		Can provide sufficient details, examples and facts to support main points			
		Organizes ideas in appropriate sequence			

✖ ACTIVITY -3

Develop a format for recording the performance of Class – III students on a 3-point scale taking into consideration the local variation.

Recording learning performance in Mathematics for Class – III

In Mathematics, usually a process-based assessment is done. You have to observe students' work carefully. Any problem in Mathematics is to be divided into small steps. Each step involves a process. A student needs to be recognized and credited for successful completion of each process. Based on this approach, each problem is to be assessed and categorized under three grades i.e. 1, 2, and 3 which refer to:

Grade 1: A student can't successfully complete even a part of the process.

Grade 2: A student can partly complete the entire process.

Grade 3: A student can successfully complete the entire process.

However, at a time as a teacher you need to keep the record of 4-5 students. An example of a format of recording for a student of Class – III is presented as follows-

Sl. No	Topic	Term I			Term II			Term III		
		Class Work	Assign-ment	Practical	Class Work	Assign-ment	Practical	Class Work	Assign-ment	Practical
1.	Shapes & Design									
2.	Number reading & writing									
3.	Addition									
4	Subtraction									
5	Time									
6	Calendar									
7	Weight									
8	Money									
9	Volume									
10	Multiplication									
11	Division									
12	Data Handling									

✖ ACTIVITY -4

Develop a format of recording in Mathematics for a child of Class V taking into consideration the competencies expected for the subject and the local variations.

The subject teacher needs to fill in the grade level in blank space. The information so recorded may be shared with the pupils and parents with positive remarks.

E3. Point out the differences in the formats of recording learning performance in different subject areas with reasons.

16.2.3 Reporting to Different Stakeholders

The recorded results need to be shared with different stakeholders as feedback so that each stakeholder can contribute to learner's progress in his own way. This sharing is called *reporting* which is a factual presentation of students' learning progress. This is always proactive and more focused on students' strength. Reporting takes various forms depending on our expectation from the stakeholders. For example, the Headmaster may need the performance of a class

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as a whole; whereas a teacher may like to know the performance of a child in the particular subject he/she is teaching. The child may like to know the exact topic where he/she is falling behind the group. The parents may like to know personal-social qualities of their wards. The different needs and uses of the reports of student's performances by various stakeholders have been discussed earlier in sec. 16.3.1 of this unit.

16.3 USING ASSESSMENT RESULTS FOR IM-PROVING LEARNING

16.3.1 Analysing Assessment Results to Identify Strengths and Weaknesses

Once you duly fill in the record and make it ready for sharing with stakeholders, you may critically analyse the data recorded therein. You may do it in different ways;

(i)   Subject-wise analysis,

(ii) Topic-wise analysis,

(iii) Learning outcome wise analysis, and

(iv) Term-wise analysis.

Some examples of analysis are given below:

Table 1 Subject-wise Analysis

Sl.No.	Subjects	Marks obtained by different students						
		A	B	C	D	E	F	G
1	Language (F.M:100)	41	10	40	50	44	38	48
2	Mathematics(F.M:100)	64	28	80	70	66	69	68
3	EVS (F.M.:100)	58	23	64	22	59	56	75

Let's examine the above Table1 showing results of students. The following conclusions may be drawn from it.

-    The class as a whole is weak in Language as almost everybody got less than 50% marks.

-    Performance of students in Language is poorer than that of Mathematics and EVS.

-    Students have done well in Mathematics, but could have done still better.

-    Student 'C' has done very well in Mathematics and EVS, but has not done fairly in Language.

- Student 'B' has done poorly in all the subjects.

- The difficulty level of the test items in Language needs to be analysed.

Table 2 Topic-wise Analysis

Name of the Topics:1._____2_____ 3_____

F.M. – 50

Students	Topic 1	Topic 2	Topic 3
A	40	25	10
B	37	30	8
C	30	23	5
D	42	30	15
E	32	29	11

From the above table, we may draw the following conclusions:

- All the students have done very well in Topic – 1.

- All the students have done poorly in Topic – 3.

- Difficulty level of the test items prepared on Topic – 3 need to be analyzed.

- Student 'D' has done very well in all the subjects in the group but could have still done better in Topic – 3.

- Student 'C' has not been able to do fairly in all the three topics.

Table 3 Learning Outcome wise Analysis

Objective: Comprehension

Students	Marks obtained in different specifications under Comprehension (out of 50 in each specification)					
	Translates	Cites examples	Sees relationship	Compares	Classifies	Interprets
A	35	33	5	10	58	5
B	44	34	6	8	10	6
C	43	33	8	9	12	5
D	42	35	10	13	10	8
E	38	26	5	8	5	4

From the above table, we may draw the following conclusions:

- Students have done well in learning outcomes related to translating and citing examples.

- Students have done very poorly in learning outcomes related to interpreting and seeing relationship.

- Students have done marginally in learning outcomes related to comparing and clarifying, which can be further improved.

- Overall learning performance of 'D' is the best in the group, whereas the overall performance of 'E' is the worst in the group in outcomes related to comprehension.

- Student 'B' has not been able to repeat his performance in outcome related to translating in other areas.

Thus, many conclusions can be drawn to analyse the learning performance of individual student as well as a group of students.

The strength and weakness of the students can also be analysed for further course of action. Here is an example.

Table 4 Term-wise Analysis

Students	Term I			Term II			Term III		
	Lang. (F.M.-100)	Math. (F.M.-100)	EVS (F.M.-100)	Lang (F.M.-100)	Math. (F.M.-100)	EVS (F.M.-100)	Lang (F.M.-100)	Math. (F.M.-100)	EVS (F.M.-100)
A	50	40	60	55	40	62	60	38	64
B	40	80	45	45	85	55	42	90	60
C	70	90	75	75	95	80	80	98	82
D	78	82	80	80	92	80	80	98	82
E	60	62	38	56	64	40	50	60	45

⚒ ACTIVITY -5

Now try to draw your conclusions based on Table – 4.

Hints: Your analysis may be based on (i) whether there is evidence of progress in the learning performance of students as a group and individual students over terms?; (ii) whether there is subject wise progress over terms?; (iii) which subject area shows better progress and which subject area does not show progress?; (iv) which students are consistent in their performance?; and (v) which students are falling behind? (vi) in which area?

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16.3.2 Follow-Up Programmes

Having analysed the learning performance of the students, what will you do as a professional teacher?

You have to take corrective actions in order to help the students to overcome their deficiencies and raise their levels of learning. The corrective action may take the following forms.

- Teacher as a Counsellor

- Remediation of Learning Difficulties

- Enrichment

- Teacher's own Reflection

Teacher as a Counsellor: You have to take the role of a counsellor and may seek answer to the following questions.

- How can I help the child to help himself / herself to reach the target?

- How can s/he remove the roadblocks in his learning?

- What are the different solutions?

In trying to find these you are counselling.

> *Counselling is defined as a unique helping relationship in which the client is provided the opportunity to learn, feel, experience and change in ways that he/she thinks are desirable.*

You need to discuss with each student the mistakes committed by him/her. You need to know whether the mistake has occurred because of some misunderstanding or some carelessness on the student's part. Therefore, you need to give the student another chance to look back into the mistakes and see if he/she can correct some of them on his/her own. Sometimes, students commit mistakes because of slip of pen/forgetting/tiredness/carelessness. In such cases, you can ask the students to identify their own mistakes and get it corrected by them. It can also be done with the help of his/her peers. If students have not learned something, you cannot expect them to correct themselves. Students make errors when they try to do something which they are not yet able to do. That is a case of inadequacies where a teacher has to plan systematic remedial programmes on individual learner basis.

If a student is not motivated and is having adjustment problems, you have to do personal counselling in a face to face mode so that he/she works according to his/her potential. Your attitude has to be professional, encouraging and supportive for such interventions. You need to have full trust and confidence on the ability of the children.

Remediation of Learning Difficulties

Following are four major steps in diagnosis and remediation of learning difficulties:

(i)   determining which pupils are having learning difficulty,

(ii) determining the specific nature of learning difficulty,

(iii) determining the factors causing learning difficulty, and

(iv) applying appropriate remedial procedures.

-   *Determining who is having difficulty*

By analysing students' score subject wise and term wise, you can identify the students having difficulty. Different observational techniques like rating scale, checklist and anecdotal records may also help the process of identification.

-   *Determining specific nature of the learning difficulty*

It is a matter of picking the spot from where the student has slipped. When you take up the learning unit or outcome-wise analysis in a subject area, you can locate the exact spot.

-   *Determining the factors causing the Learning Difficulty*

Learning difficulties can be attributed to improper teaching methods, unsuitable curricular emphasis on complex course materials. If all the students are not doing well in a topic it may be concluded that either the presentation of the content material is difficult or the way in which the content is transmitted is beyond the reach of the students. Sometimes learning difficulty may arise out of factors like attitude, interest, motivation and the like. If a student has negative attitude towards Mathematics and the Mathematics teacher, it may also affect his score in Mathematics adversely. Causes of learning difficulties are multiple and complex. However, special testing, observation of the learners, focused group discussion with the students, interview with them and their parents during Parent Teacher Association meeting may provide information about the learners' deficiency.

-   *Applying Remedial Procedure*

Data generated through testing and assessment can play a vital role in remedial programmes. Those are to be used to (i) clarify to the student the specific type of responses that are expected of him/herby saying "this is how you could have done", (ii) provide diagnostic information about his/her difficulties which needs attention by saying "this is where you are missing and this is what you have to practice", (iii) give the student a feeling of success through the use of a carefully graded series of test exercises. For example if he/she has not mastered subtraction, he/she cannot do division, therefore, give an exercise on subtraction and let

him/her have a feeling of success before giving him exercise on division, (iv) enhance motivation by providing short term goals and immediate knowledge of progress by saying "you could do the exercise on subtraction so quickly and correctly; now you can do problems on division with ease", and (v) provide information concerning the effectiveness of the remedial procedure by saying "you could do this because you started from the scratches and went through this procedure and this is how you could progress", etc.

E5. Distinguish between mistake and error. Cite examples of each from your day-to-day observation of students' homework.

E6. Discuss the steps to be followed by you as a teacher for remediation of learning difficulties faced by the learners in your subject area.

Enrichment

You have to be concerned for the child who is doing well. He/She has to understand that the child doing better can do to the best with his/her abilities. Therefore, you may design higher order learning materials for this child or give him/her higher order learning activities and/or assignments. For example, if an average child is given the task of making a sentence by using a difficult word, the above average child may be asked to make a sentence by using two difficult words. You can increase the level of difficulty of the task to nurture talent.

Teacher's own Reflection

As a teacher, you are required to reflect on your own performance. You may ask the following questions to yourself:

- Have I done enough for each and every student?

- How could I have been different?

- How can I make a difference in the performance of a child or the group of children?

- Can I develop alternative tasks for my children?

- What will be the best tool/technique to assess a particular competency of my students?

The teacher must assess his/her own strategy of teaching and assessment to help the students learn to the best of their capabilities. While doing assessment he/she has to design assignment tasks in such a way that the response is naturally emitted and the students are keen to take the test.

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> ### ⚒ ACTIVITY-6
>
> Analyse the question paper(s) of your last unit test and state how you could have framed questions in a better manner. An example is given for you.
>
> | *Questions Asked* | *Improved Questions* |
> |---|---|
> | *Why do birds migrate?* | *State any three causes explaining the migration of birds to Chilika lake during winter.* |
> | | |
> | | |
> | | |
> | | |

Let us analyze the improved version of the question given in the above example. Here the student is given a definite task to perform. He/she has the liberty to pick up any three causes. The item presents a context. The item is related to assess comprehension level of the student. The response to the item can also be objectively scored.

16.4 LET US SUM UP

- Recording refers to the process of systematic documentation of evidences of students' learning performance and progress in both scholastic and co-scholastic areas gathered by using various tools and techniques of assessment.

- Reporting refers to communicating and sharing feedback on assessment to show how a student learns and progresses from a lower level of understanding and skill acquisition to higher and more complex levels of learning over time.

- The records of student assessment have to be reported differently to different stakeholders like; (i) learners and parents, (ii) teachers and counsellors, and (iii) planners and administrators for required intervention at their end.

- Student's Performance Report Card needs to include the dimensions like; (i) Student's Profile, (ii) Student's performance in the scholastic areas, (iii) Students's performance in the co-scholastic areas, (iv) Student's Personal-Social Qualities, (v) Student's Co-curricular activities, (vii) Student's Attendance, (viii) Remarks of the Class teacher and the Head master/ Principal, and (ix) Overall result of the learner.

- Recording learning performance in EVS may include the dimensions like (i) Observation and recording, (ii) Discussion, (iii) Expression, (iv)

Explanation, (v) Classification, (vi) Questioning, (vii) Analysis, (viii) Experimentation, (ix) Concern for justice and equality, and (x) co-operation.

● Recording learning performance in Language may include basic skills like (i) Listening, (ii) Speaking, (iii) Reading, and (iv) Writing.

● Recording learning performance in Mathematics may include different topics covered in a particular class.

● Assessment results may be analysed, (i) subject-wise, (ii) topic-wise, and (iii) learning outcome wise to take steps for improving student's learning.

● Based on analysis of assessment results the follow-up programmes like counselling, remediation through diagnosis and enrichment programmes may be taken up by the teacher. The teacher may have his/her own reflection on the learning performance of the students and the tools and techniques he/she has used to assess the learning performance.

16.5 MODEL ANSWERS TO CHECK YOUR PROGRESS

E-1. Reporting of learners' assessment is helpful for:

(i) the teachers;

● to understand the potential of the learners from the varied information collected.

● to develop a full profile of the learners.

● to draw conclusion about how a learner is learning and/or progressing.

● to understand 'where the learner is', and 'what needs to be done to help the learner'.

(ii) the parents;

● to know what the child is doing in school.

● to know the child's strength and weakness in learning.

● to motivate the child to go ahead with his /her areas of interest and aptitude.

● to facilitate remedial /enrichment activities for the child as per his/her need.

(iii) the students;

● to promote self motivation for improving their performance.

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● to promote personal-social development.

● to know what they are doing and why they are doing. This would give scope to them to work on the weak areas.

E -2. The following differences are observed in the process of recording progress of students in different curricular and co-curricular areas:

● Students' learning progress in different curricular areas is recorded either in terms of marks or grades; but in case of the co-curricular areas it is recorded only in terms of grades.

● Their learning progress in different curricular areas is recorded in terms of marks or grades under the heads of oral, written and practical/project/ assignments separately; but in case of the co-curricular areas it is recorded comprehensively in different aspects like drawing, painting, music etc.

E-3. The following differences are observed in the formats of recording learning performance in different subject areas.

● Recording learning performance in Language includes basic skills like (i) Listening, (ii) Speaking, (iii) Reading, and (iv) Writing.

● Recording learning performance in EVS includes the dimensions like (i) Observation and recording, (ii) Discussion, (iii) Expression, (iv) Explanation, (v) Classification, (vi) Questioning, (vii) Analysis, (viii) Experimentation, (ix) Concern for justice and equality, and (x) co-operation.

● Recording learning performance in Mathematics includes different topics covered in a particular class.

E-4. Errors occur, but mistakes are made. Errors can simply happen, but mistakes involve human actions. An error is a deviation from accuracy or correctness. A mistake is an error caused by a fault: the fault being misjudgement, carelessness, or forgetfulness.

E-5. You, as a teacher, may undergo the following steps for remediation of learning difficulties faced by the learners in your subject area.

● determining which students are having learning difficulty by analyzing their performance subject wise and term wise

● determining the specific nature of learning difficulty through diagnosis

● determining the factors causing learning difficulty such as; attitude, interest, motivation and the like

● applying appropriate remedial procedures

16.6 SUGGESTED READINGS AND REFERENCES

Notes

1. Government of India (1986 & 1992). National Policy on Education, Ministry of Human Resource Development, Department of Education, New Delhi.

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4. Gronlund, N.E. & Linn, R. (1990). Measurement and Evaluation in Teaching (6th Ed.). Macmillan Publishing, New York.

5. Rajput, S. et. Al. (2002). Handbook on Paper Setting. NCERT, New Delhi.

6. Shertzer, B. & Peters, H.J. (1965). Guidance Techniques for Individual Appraisal and Development. Macmillan Company, New York.

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16.7 UNIT END EXERCISES

1. Who are the different stakeholders for reporting student' performance? Describe how they can contribute in improving the learning performance of the learners.

2. Discuss how far the guidelines listed for recording are feasible for the teacher.

3. Explain the steps to be taken by the teachers for improving learning based on the results of assessment.

4. Elaborate the steps for constructing a diagnostic test and develop test items for diagnosing the learning difficulty of the learners in your subject area.