



Improving Learning

Australian Council *for* Educational Research

Bringing policy to classrooms

Supporting teachers on criterion-referenced assessments in the National Capital Territory of Delhi

ACER India



ACER India is an independent, not-for-profit research organisation. We use our global expertise to support countries in South Asia in their mission to improve learning by creating and promoting research-based knowledge, products, and services.



The context

South Asia

- More than 60 per cent of children live in learning poverty
- Around 12.5 million children at the primary level & 16.5 million children at the lower secondary level are out-of-school
- Since COVID-19, the education of 434 million South Asian learners is affected & 22 million South Asian children missed out on early childhood education

(UNICEF and World Bank, 2022)

India

- Learning surveys showed deep learning crisis even before COVID-19. Forty four per cent children of grade 5 and 69% children of grade 8 could read grade 2 level text and 40% children of grade 5 and 54% children of grade 8 could do simple division
(ASER 2018)
- The percentage of students performing simple subtraction reduced by 8-12 points in 2020; larger losses in early grades
(ASER 2021)
- Between 2017 and 2021, average language scores for 5th-graders declined from 319 to 309, and average math scores from 310 to 284

(NAS, 2021)

ACER's approach

We support policymakers and education leaders in **evidence-driven decision making** to strengthen education systems, improve learning outcomes, & narrow the learning gaps among school learners in South Asia and some countries in Africa



Assessments

Through flagship assessment products and services, quality assurance services, and tailored assessment solutions



Research

By providing technical assistance to large-scale international, national, and state assessments, and end-to-end support for system improvement



Professional development

Build capacities of education stakeholders including educators, teachers, and teaching practitioners as part of system strengthening

The landscape of Delhi and DBSE



The Delhi Board of School Education (DBSE) is a new board set up in 2021 by the Govt of Delhi with a legal status of a State Level Govt Board of Education.

Scale of DBSE:

- **1000+ government schools with 1.8 million+ students, and 40,000+ teachers**
- **Plus another 1700 private schools, in the next 5 years**
- **Piloted in 31 Ambedkar Schools of Specialised Excellence (ASoSE) in AY 2021-22**
- **First cohort of approx. 3000 students will appear in the Secondary and Sr Secondary Exit Exam in 2023**

ACER's PMU of DBSE at a glance

Academic year 2022-23

15000 +
students

31 schools + 10 k-8
schools

640 teachers trained
in curriculum design
and assessment

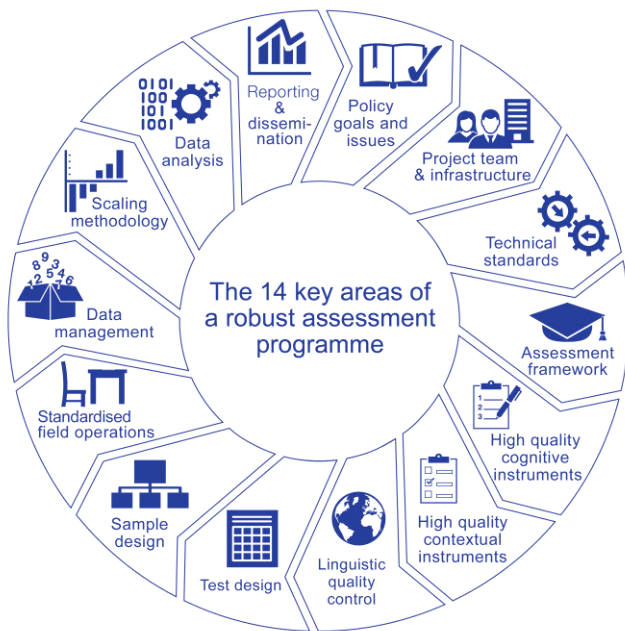
1500 students took
tab based entrance
assessments

3000 have taken
Grade 10 and 12
term I exams

Assessments for 12
non-conventional
subjects

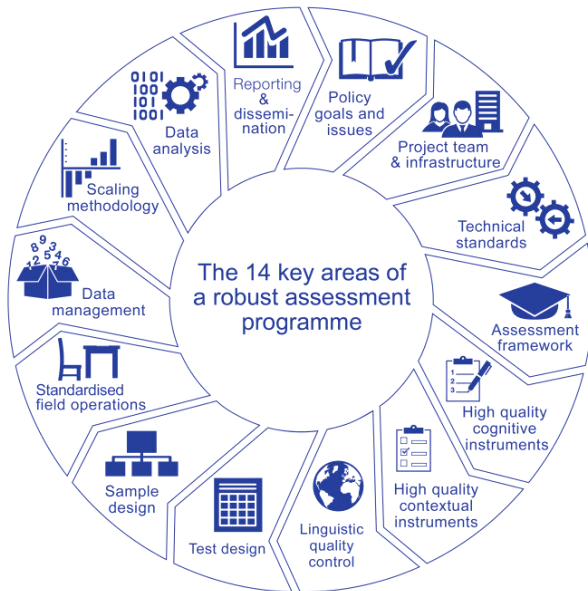
ACER India is providing project management support to the newly formed Delhi Board of School Education (DBSE)

ACER PMU – Areas of support



- A shift from content-based learning to competency-based learning
- A shift from norm-referenced assessments to criterion-referenced assessments
- Integration of general competencies with subjects
- Layered approach of foundational and specialised subjects
- An 18-membered ACER- PMU team supported by the ACER India leadership
- Standard operating procedures and guidelines for the curriculum, assessments, and PD in classrooms
- Co-development of the curriculum framework and assessment frameworks

ACER PMU – Areas of support



- Monitoring classroom practices to identify gaps between intended and implemented curriculum to identify and bridge learning gaps
- Guiding the design of assessments based on predetermined criteria in SBA, including project based, portfolio, and performance assessments
- Building instruments for foundational subjects in capacity-building workshop mode and QA of specialised subjects
- Ongoing support to School Based as well as Board based assessments at every stage from designing to reporting
- Evaluation guidelines for lead examiners and examiners
- Proposing Examination and Affiliation Bye-Laws

The curriculum architecture



- Knowledge partners develop the curriculum and assessments of specialised subjects with the required support and guidance of ACER
- General competencies implicitly embedded in all subjects while explicitly assessed through certain subjects:
 - Critical thinking through humanities
 - Problem solving through mathematics
- Descriptions of proficiency levels for specialised subjects take into account general competencies

Assessment model

	Aptitude test	Classroom formative assessment	Formative assessment as per unit plan	Readiness assessment	Summative assessment (Internal assessment)	End of term assessment
Purpose	Selection for ASoSE	Improving the learning process for teachers	Feedback for improvement to students	Preparedness for term-end assessment	Feedback to teacher/schools on unit learning (contributes towards final grades)	Assessment of DBSE learning goals/criteria achievement (contributes towards final grades)
Frequency	Done at the beginning of the course	Done as per student requirement	Done as per unit plan	Done half yearly	Done as per unit plan	Done at the end of the term
		Teacher led	Teacher led	Teacher led/Board supplied	Teacher led/Board moderated	Board led
	○	○	○	○	○	○

criteria referenced, competency-based

Criterion-referenced assessments to improve learning

Improve, enhance, and inform the teaching process through assessments



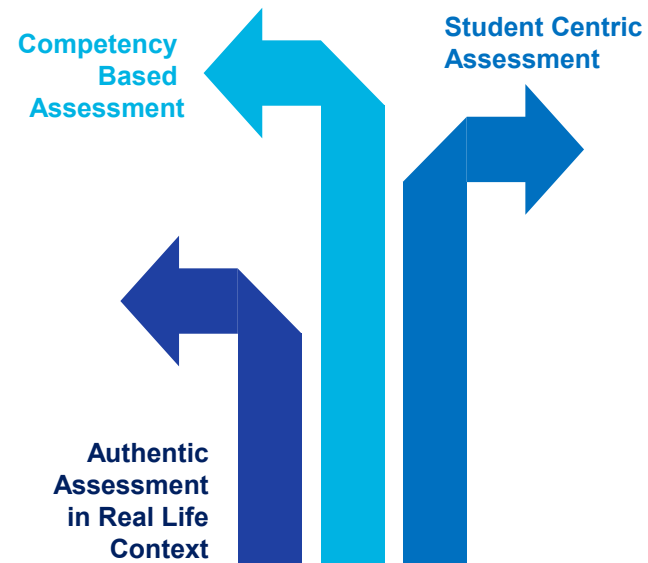
Assessment integrated into teaching and learning to provide constant feedback and support



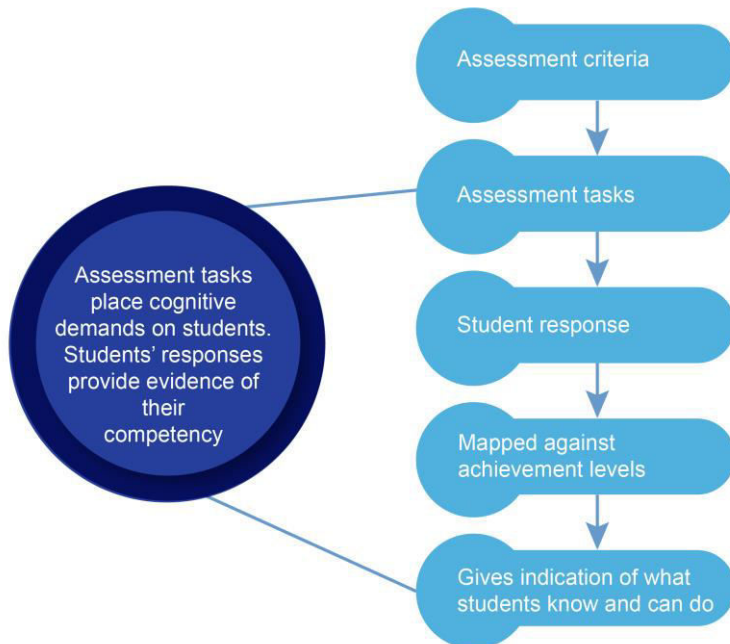
Assessments integrated with proficiency levels to provide descriptions of student abilities



Continuous engagement and partnership with teachers right from the beginning through professional development and classroom support



Impacting classroom practices



- The development of assessment criteria for each subject followed by the defining of achievement levels
- Developing tasks that can measure specific criteria along with descriptors
- Developing rubrics containing specific criteria for each assessment task in a unit (measure of LOs) and level descriptors for each assessment criterion (specific to the task)
- Sharing criteria with students while administering assessments or sharing tasks
- Moderation of criteria and level descriptors
- Interpreting what students know and can do and how to provide feedback
- Review (and modification) of the criteria and standard descriptors after marking of each assessment task

What teachers are saying about the workshops

It has been a wonderful experience working with the ACER-DBSE team. Shilpa ma'am, Parul ma'am and Garima ma'am organised and conducted workshops and interactive sessions to help us get familiar with the DBSE curriculum and include our valid inputs in the same. Each person provided us a different lens to view the new and emergent curriculum based on inquiry based learning, giving us a multifaceted understanding for its planning and implementation. Thank you for giving us your valuable insight and support!

Disha Menon
Asst Teacher (Primary)
RSKV WVN

I have learned some innovative ideas, new knowledge, amazing experiences from this PYP workshops with the help of the ACER team. I have learned, how to develop a PYP unit plan, ATL SKILLS, Learner profile, TD themes, lines of enquiry etc.

I have learnt how to become a Primary teacher in a different environment. The level of care, trust, work dedication and hard work...of ACER and DBSE teachers is so unique and special. They are always ready to help us in every situation...

Please consider this message as a word of thanks from our side...

Aarti
Assistant primary teacher (SSA)
RSKV, West Vinod Nagar

A video message...



Vaibhav
SKV, Vivek Vihar





Thank you!

Queries:

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