Policy on Sindh Assessment and Examinations
(Development, Administration, Marking, Reporting)
Vide Notification No dated 2015
Sindh Education Student Learning Outcome Assessment Frame work (SESLOAF)
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Sindh Education Student Learning Outcome Framework (SESLOAF)

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Contact office: Education and Literacy Department, Government of Sindh


Approving Authority: Education Secretary

Timeline for Periodic Review: After every five years based on evidence, through a rigorous research and consultative process.
1.0 Gaps and Needs Analysis in Assessments:

1.1. It is important to review the present scenario as the policy actions and procedures in assessment and examinations are presented in the current gaps and recent educational initiatives in Sindh. The recent Pakistan National Education Policy, NEP (2009) emphasizes the capacity deficit of the system in offering high quality school based assessments and standardized large scale assessment and examinations. The NEP 2009 and the major reports on assessments particularly, highlight the consistent assessment of “Low cognitive skills, the persistence of the dilemma of ‘rote memorization’ and the capacity of assessment centre school systems in implementing multiple forms of assessments and the procedures for standardized assessment development, administration, marking, results analysis and reporting. Thus, leading to the various unprofessional practices and also mal-practices encountered pre-during and post assessment

1.2 The Education Policy 2009 particularly highlights the following for Improving Student Assessment and Assessment Systems: Assessment systems are quality measures that cater to a number of requirements of the education system. These can be used to measure overall system efficiency as well as individual students’ performance for movement in the education system. A comprehensive assessment design would provide feedback for improvements at all tiers starting from changes in the classroom to improvements in the national systems.

Policy Actions:
1. Education system needs to be internationally competitive and Pakistan shall make efforts to offer itself for international level academic assessments by 2015, participating in mathematics and science assessment conducted under the umbrella of TIMSS.
2. Student performance shall be based on assessing competence in a specialised area that requires a given skill set. There shall be periodic reviews of the assessment system.
3. Multiple assessment tools in addition to traditional examinations shall be explored, to ensure the right balance between the uses of formative assessment approaches combined with the summative approach of high-stakes examinations.
4. National standards shall be developed to reduce the differences in quality across regions.
5. Assessment processes shall be standardised and become uniform across the Boards over time, so that students appearing in examinations under different Boards are assessed against standardized benchmarks.
6. Examinations systems shall be standardised to reduce differentials across students appearing in different boards of examinations either through gradual reduction of the number of boards or any other mechanism deemed workable by the province/area government.
7. The Examination boards shall be responsible for capacity building of paper setters and examiners.
8. A comprehensive plan shall be prepared to eliminate cheating and use of other unfair means from examinations including addressing social attitudes towards the issue.
9. A quality cycle management shall link the various systems of assessment and institutions involved in assessment (examinations, NEAS/PEACE, continuous assessment) to provide feedback to curriculum development, textbooks development and teacher education and professional development.

1.3 Various reports highlight that the system lacks a comprehensive design and framework for assessment including summative, continuous, benchmark and authentic assessment, hence; 1) The broad functions of assessment that is provision of varied opportunities to acquire and demonstrate authentic learning outcomes according to the performance standards outlined in the curriculum, 21st century skills, technology and leadership is not present. 2) The formative function of assessment and examination that is use of assessment data and information for improved outcomes of students learning and improved system is not evidenced at any level.

1.4 The assessment, examination systems at the macro-levels; including National and Provincial Examinations and micro-levels (including schools, colleges programs, and classroom assessments and examinations) in the country continues to be sub-standard and present an overall low capacity of the system in leading, managing, planning, developing, administering, marking and reporting standardized and high quality school based assessments and large scale examinations.

1.5 School based examinations mostly require students to regurgitate content from the textbook – not analyse, evaluate or create something new. The textbooks are often viewed as the real curriculum. The textbooks generally contain few if any high order thinking tasks. Teachers are not rewarded for innovative teaching which promotes high order thinking skills because higher order thinking is not required for most external examinations. – which may lead to the bizarre situation where because the innovative teacher has spent less time on practising low order thinking skills the students perform poorly in the examinations and consequently the education officials, school administration and even parents will punish them for failure. The consequences are that teachers feel they have no other choice than to focus on low order skills like rote memorization so as to cover the content and have students achieve good results.

1.6 The examination system continues to exist with the following major deficiencies:

- Both validity and reliability of our tests have been seriously compromised. Validity is never established, no SOP is available. If not others, content validity is a must for large scale public examinations but validity is non-existent in our system. Without validity in assessment/valid assessment any claim to quality learning is self-falsified.
- In the absence of item (question) banks inter-item reliability and content validity both are at stake. Item profiles are not prepared so it is not possible to see how well an item functioned in the real examination.
- Scoring has no inter or intra-marker reliability as marking guidelines, rubrics and hints are not available. Re-evaluation is not permissible so whatever arbitrary marks given by a sub-examiner are final.
- Studies show that manual marking of objective type test can introduce error up to 20%, e-marking system is not used by any public examination boards as yet.
• The tests reports are based on raw score not a derived score. The examination score lacks comparability.
• All valuable large scale assessment and examination data go waste after result notification. No feedback to students, parents, teachers, schools, paper setters, moderators, curriculum developers, textbook writers is provided for improvement.
• Research for improvement can be done if the data is made available to academia and researchers and findings leading to future different reforms.
• Curriculum evaluation and improvement is never performed based on data, in spite of the availability of such a valuable and voluminous data.
• No item analysis is performed to improve the items and build items banks for each subject.

1.7 The provincial and national tests of comparisons (e.g. PAT, SAT, ASER, NEAS, PEACE,) consistently present low achievement of students in the domains of mathematics, sciences and English thus portraying a dismal picture of students’ learning outcomes assessment and feedback in the key domains at school levels.

1.8 The recently approved **School Education Standards and Curriculum Act** proposes the conduct of students’ achievement tests at grade 3, 5 and 8 and the implementation of continuous assessment approaches to assess students learning across all school levels.

1.9 **Sindh Education Sector Plan (SESP)** emphasizes the development of an assessment policy, framework, procedures and the need to promote the effective use of assessment data at all levels. SESP also proposes the development of the capacity of key institutions for better assessment practices and to develop strong linkages and collaboration among organizations working on curriculum, textbook and assessment. SESP also recommends the development of Examination Commission for standardization of examination and the need to strengthen the research unit and its functions in examination improvement and post examination analysis and review to feedback into the system for improvement.

1.10 **Sindh Curriculum Implementation Framework (CIF)** highlights the issue of the “Alignment of examination level (school assessment – internal and external) to assess the achievement of standards and student learning outcomes”.

**CIF** outlines the following indicators of aligned system: 1) Key institutional partners oriented in assessment and examination based on curriculum framework; 2) Textbook authors, paper setters, teachers, supervisory personnel trained for improving the assessment and examination practices as per curriculum framework; 3) Improved internal and external assessment and examinations are practiced to assess student learning outcomes as specified in the curriculum; 4) Uniform assessment and examination system is introduced at classes V and VIII in each district and 5) Assessment and examination results are used for school performance evaluation and / or reviewing the curriculum.

1.10. The school based assessments and large scale examinations at all levels, resulting in the low standard of education, inconsistent and non-standardized assessment and examination
practices throughout Pakistan, require a multipronged approach hence a comprehensive policy framework, new assessment and examination management structures, improved governance, improved linkages among the key organizations, capacity building of key implementers, research, use of technology and SOPs along with phased plan and appropriate resources for systems capacity building for improved learning outcomes and improved assessment system.

2.0 Preamble

The Sindh Government is committed to providing quality education to all and has undertaken various reform initiatives in curriculum, textbook, teacher recruitment and teacher education. The importance of standards-referenced and standardized assessment system for improved learning outcomes has been realized by the Sindh Government. The Education and Literacy Department, through the Reform Support Unit has implemented a number of educational reforms including the capacity building of PEACe, the introduction of Sindh Performance Achievement Test (SPAT) in grade 4 and Standardized Achievement Test (SAT) in grade 5 and 8 to build the system’s capacity to offer high quality and standardized assessments. Besides these large scale initiatives in testing, Sindh is also ahead in policy formulations, the Policy on Sindh Assessment and Examinations for systems level reform in assessment and examinations.

The “Policy on Sindh Assessment and Examinations”, is developed to implement the NEP 2009 policy actions, the targets on assessment outlined in the Sindh School Education Standards and Curriculum Act, the Sindh Education Sector Plan (SESP), and the Curriculum Implementation Framework.

The Sindh Education Student’s Learning Outcomes Assessment Framework (SESLOAF)” aims at providing a standards-referenced approach to assessment whereas the policy on assessment and examination aims at providing policy actions for implementation of the assessment framework. The framework suggests use of formative, continuous, authentic and standardized approaches to summative assessments with emphases on assessment for learning.

3.0 Objective

“The Sindh Education Student Learning Outcome Assessment Framework (SESLOAF)” and “the Policy on Sindh Assessment and Examinations” will bring about improved learning outcomes and assessment systems through a quality and standards-referenced assessment policy framework on students learning outcomes both at classroom and system level.

4.0 PURPOSE

The purpose of Sindh Education Student Learning Outcome Framework (SESLOAF) is to;
(i) Provide a comprehensive assessment framework, principles, procedures and plans for outcomes assessment, to ensure a systematic and on-going cycle of assessment.

(ii) Establish a mechanism for students learning outcomes to be assessed on appropriate standards, benchmarks and student learning outcomes to help students in the attainment of the standards based on the assessment framework; as such assessment is crucial to the continuous understanding and improvement of student learning.

(iii) Ensure that upon successful completion of a developmental level student will be able to demonstrate learning on the benchmarks and standards outlined in the assessment framework in alignment with the curriculum.

(iv) Define and guide quality students learning outcomes based assessment items, tasks, tools and rubrics for development of continuous, performance and external assessment.

(v) Establish mechanisms to use assessment data to inform and guide the teaching, learning, textbook, curriculum, teacher education, teacher performance, improvement, continuous professional development and management systems based on assessment framework.

5.0 PRINCIPLES

I. All assessment and examinations shall adopt **Standards-referenced assessment** approach in order to align its assessment system with the content and performance standards outlined in the curriculum and allow the assessment of the student (authentic) learning outcomes and feedback on the measured outcome for improved learning outcomes and systems reform.

II. All assessment shall apply **SESLOAF** that guides a standardized and standards-referenced approach.

III. The assessment and examination systems shall adopt **Standardized and Quality** examination and examination procedures for the overall improvement of examination development, governance, management, increased transparency, validity, reliability, reduced systemic errors and malpractices in school based and external board examinations for enhancement of the quality of assessment, examinations and improved student learning outcome.

IV. The adoption of **Standardized and Quality** examination procedures shall be ensured by development of SOPs, research and technology based hub and the hiring of a third party for examination administration.

V. The assessment and examination has to ensure the assessment of students on appropriate standards and cognitive levels to help them in attainment of the standards and learning levels through a **positive backwash effect** on the learning infrastructure.
VI. These standards shall be set by standard setting procedures to develop attainment levels in alignment with the SESLOAF.

VII. The frequency, form and nature of assessment have an effect on the learning outcomes. Hence, assessment shall be considered as an integral part of teaching and learning process to allow feedback into the teaching and learning process for improved and authentic learning outcomes.

VIII. Various forms and methods of assessments; continuous, formative, summative, performance assessment and tests, portfolio, observation, oral and multiple methods shall be applied to provide opportunities to the learner to demonstrate and enhance learning outcomes.

IX. Authentic assessment shall constitute an important component in school based assessments conducted through projects at school levels or by external assessment/examination units in alignment with the performance assessment outlined in the SESLOAF through moderation of teacher’s assessment of school based projects.

X. All assessments and examinations shall ensure its content and construct validity for positive backwash effect of test on the processes of teaching and learning.

XI. All the test/examination shall ensure validity through alignment with the curriculum standards and students learning outcome through the scheme of assessment and assessment specification as outlined in SESLOAF. Scale/Band shall be developed on measurable standards to reduce differentials across the boards through a research based practice.

XII. The examinations and assessments shall ensure reliability of its measures. Also inter-marker reliability through the use of marking schemes/rubrics and electronic systems shall be ensured.

XIII. Assessment and examination data dissemination to stakeholders shall be ensured to provide feedback based on evidence.

6.0 Assessment Nature and Purpose

The decision to apply an assessment method should be determined by the purpose the assessment is made to serve and the aim of the particular unit and stakeholder. The aim of the school is to facilitate and enhance student learning. The teacher requires constant information on students learning to feedback into the teaching and learning processes to realize this aim, hence a continuous and formative system of assessment. In contrast to this the educational managers and policy planners require data on large numbers of students (such as the already
available achievement data from SAT, SPAT, Examination Board Data) to inform the education policy, resourcing and planning new steps for improved systems. There is general agreement that large scale packaged tests will not solve the problem of what teachers need to know about student learning on a daily basis. This requires the use of assessment(s) that fits the purpose. Therefore, a comprehensive assessment system is required to meet the various functions of assessment.

6.1 Policy Actions
I. A comprehensive, systematic and on-going cycle of assessment shall be planned and implemented with reference to the SESLOAF.
II. Various forms of assessments; formative, continuous/internal and external summative, performance assessment and examinations shall be implemented.
III. Formative assessment for feedback and performance assessment for authentic and improved learning outcomes shall be institutionalized through the development of assessment systems, educational, academic plans, scheme of work, teaching learning and assessment plans, tasks, rubrics, performance assessment plans to be implemented by PEACe in collaboration with a third party in the interim period and to be transferred to the HUB.
IV. Quality and standardized external assessments shall be undertaken at key levels (Class 3, 5 and 8) and SSC& HSC by all the districts education offices & Examination Boards working with PEACe in collaboration with a third party in the interim period and to be transferred to the HUB in the long run.
V. PEACe will be working in collaboration with a third party in the interim period and to be transferred to the HUB for benchmarking, progression, accountability, certification and diagnostic purposes.
VI. All student achievement data from standardized external assessments shall be provided to relevant institutions, policy makers and planning departments for evidenced based planning.

7.0 Assessment and Examination Development

The results of assessment and examinations at the individual level; informs and effects learning progression, achievements, certification and improvements in learning. At a systems levels it provides a score card for comparison, accountability, rewards, policy and planning. The confidence in the results of any form of assessment depends on the assessment framework and quality methods used in the development of the assessment and test. The confidence in assessments and test are determined by two core aspects validity and reliability.

7.1 Policy Actions
I. All continuous/internal and external assessment and examinations shall be aligned with the curriculum: content, skills, attitudes, performance standards, benchmarks and students learning outcomes outlined in the SESLOAF for improved content validity.

II. The examination cycle involves various essential procedures involved in examination development to results reporting and feedback into the system. The assessment and examination development and management unit at the Hub will develop the cycle based on the essential procedures and maintain its effective and efficient delivery and outcomes.

III. The (9th -12th grades) and large scale (3rd,5th,8th grades) examination cycle shall commence at least 9 months prior to the examination administration and should continue till results reporting, analysis and feedback into the system.

IV. The examination at the key exit points 3, 5, 8 and external examination at 9, 10, 11 and 12 shall employ the contemporary approaches and techniques in assessments, technology and research.

V. All assessments and examinations systems to shall develop Question-banks comprising of Multiple Choice type items, Constructed Response Questions, Extended Response Questions items to provide a pool of items for actual test paper development.

VI. All assessment and examination systems shall develop item profiles and adopt e-marking for increased validity, reliability, transparency, fairness and efficiency.

VII. The examination at the key exit points 3, 5, 8 and external examination at 9, 10, 11 and 12 shall employ the contemporary approaches in assessments and develop national norms/attainment scale in collaboration with proposed HUB.

VIII. The SESLOAF shall be applied for all types of student’s assessments, classroom based, continuous, examinations, external achievement testing for increased validity, reliability, transparency, fairness and comparability.

IX. The overall measures to ensure transparency, validity, reliability, reduced systemic errors & elimination of malpractices in school based and external board examinations shall be implemented to enhance the quality of assessment, examinations and lead to improved student learning outcome.

X. All assessments and examinations shall apply procedures for quality examination development including paper specification, scheme of assessment, paper structure, SLO based items according to quality criteria, marking schemes, result analysis and feedback as per the assessment framework.

XI. All assessment items, questions, tasks shall be developed and reviewed by or under the supervision of content specialists and qualified assessment professionals.

XII. The examination technical team (controllers, secrecy officer, paper setters, moderators, paper administrators, markers) shall be professionally qualified/trained.
8.0 Examination/Assessment Administration.

The administration is one of biggest challenges in large scale testing in Pakistan. The test administration requires adequate planning, training of test administrators and monitoring by key officials in partnership with a third party.

8.1 Policy Actions

I. The examinations/assessments shall be administered by professionally qualified paper/assessments administrators, (in large, in camera examination centers with biometric registration system for all external examinations/large scale assessments).

II. The external SSC and HSC examinations shall be offered at least twice yearly.

III. An external/ third party shall be involved in test administration for quality of test administration and to address malpractices and cheating.

IV. PEACe in collaboration with other assessment units and third party in the interim period and to be transferred to hub shall develop and administer school based assessments and tests at 3, 5 and 8 based on SESLOAF.

V. PEACe in collaboration with other assessment units and third party in the interim period and to be transferred to hub shall develop and implement performance assessments projects/portfolio based on SESLOAF.

9.0 Examination and Assessment Analysis, Reporting and Feedback.

The key purpose of any examination and assessment is to report students learning outcomes through multiple methods; including marks, averages, grades, percentiles, scales and comments for use by different stakeholders including schools, parents, students and the managers and policy planners.

The SESLOAF outlines the key learning areas through SLO categorization, scheme of assessments and specifications. In order to reduce differentials across the systems of schooling and to align assessment to the curriculum, the SLO based assessment framework should remain at the core of any such assessment design and reporting of learning.

9.1 Policy Actions:

i. The assessments and examination results shall be based on the assessment framework.

ii. Results analysis shall be implemented to provide feedback to the parents, teachers, district education managers, curriculum bureau, textbook boards, teacher education and examination and assessment centers.

iii. Feedback to school systems and teachers based on the assessed SLOs and achievement scale shall be provided.

iv. Results shall be developed according to strands, standards and SLOs for feedback.
10.0 Assessment and Examination Governance.

Examination involves two components, it is important to delink the technical and non-technical aspects and functions in examinations for an effective and efficient examination system.

10.1 Policy Action:

I. The governance of examinations and assessments shall be separated into two key units, the Examination Administrative team/unit for administrative functions and the Examination Development and Research Unit/Team; that may be involved in research, examination generation, item analysis, e-marking, item profiling, Q-Banks, reporting of standardized examination for system reform to be conducted by the Hub.

II. The current systems of continuous/internal oral assessments shall be replaced by contemporary, research and technology based systems by the development of Sindh Examination Commission/Hub for improved school based assessments.

III. The current system of external assessment and examinations shall be replaced by contemporary, research and technology based systems by the development of Sindh Board for Excellence in Examinations (as a hub) for paper generation, Q-bank, e-marking and results reporting.

IV. Linkages shall be developed among the various educational functions based on the SLOs based Assessment framework for improved learning outcomes.

V. The assessment policy and framework shall be applied by Directorate of Curriculum, Assessment and Research, Sindh Textbook Board, teacher education institutions, and assessment and examination centers, district education systems, developmental projects to promote the effective use of outcomes and assessment data to inform systems reform.

11.0 History

The SESLOAF is developed through an evidence based policy development cycle that involves multiple processes and consultations with multi-stakeholders. The multi-stakeholders included in the process are: Chairmen of Examination Boards in Sindh, Provincial and National IBCC, Controllers and key members of all examination boards in Sindh, Director of the Directorate of Curriculum, Assessment and Research, Coordinator , leadership and team of PEACe, Director General Public and private schools and colleges, policy makers, education, assessment and examination experts, researchers, academics, managers and advisors, public and private sector institutions, key assessment specialists and the assessment teams paper setters, moderators, markers, subject based experts, curriculum reviewers and developers, textbook developers, teachers, teacher educators and students.

The approach to this SESLOAF construction entails, identification of issues and needs through document reviews, intensive and extensive consultations with key leadership, wider consultation at all levels from the policy makers to the implementers and the key stakeholder the student, to identify strengths/weaknesses, good practices and gaps,
development and review of policy for enrichment and validation (by wider audience) in a through a policy dialogue, incorporation of review comments from the members of the policy dialogue, review by special secretary and head curriculum wing and finalization for notification by the Secretary Education.

The following processes were adopted for the development of Assessment Policy

**Figure 1.1.** Processes of the Development of the Policy Framework

12.0 Procedures for Implementation of SESLOAF

Sindh Education and Literacy Department proposes the following Guidelines to plan and implement SESLOAF

The Assessment Guidelines are proposed and linked with the already approved policies and legislative initiatives taken by the Sindh Government and Education and Literacy Department as an initiative towards improving the education system in Sindh. These include Sindh School Education Standards and Curriculum Act, Curriculum Implementation Framework, Sindh Education Sector Plan (SESP 2014-2018), and Sindh Textbooks and Material development policy.

The Sindh Education Student Learning Outcome Framework was developed through an evidence based policy development process. This entailed multiple consultations; a detailed work on Sindh Education Student Learning Outcome Framework was completed with PEACe, the affiliated schools, Teacher Training Institutions, private schools, key professional associations and examination boards. Five SESLOAFs each in subjects of English, Urdu, Sindhi, Science and Mathematics were developed through the design and peer review workshops. Later a Policy Dialogue was convened through a participatory approach that included stakeholders from public private educational institutions and systems.

The following linkages and steps are required to ensure a smooth implementation of the suggestive SESLOAF. These have been drawn from the approved provincial documents on
Sindh School Education Standards and Curriculum Act, Sindh Education Sector Plan and Curriculum Implementation Framework.

Proposed Linkages for Implementation of Sindh Education Student Learning Outcome Assessment Framework are presented graphically.
# Proposed Implementation Framework

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<th>Target</th>
<th>Short Term</th>
<th>Medium Term</th>
<th>Long Term</th>
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<tr>
<th>Assessment framework Disseminated</th>
<th>Uploaded on BOC Websites</th>
<th>Key Institutions Heads oriented to Assessment framework. Teachers, Teacher Educators, Textbook Writers, Curriculum Developers, and Assessment Developers Oriented.</th>
<th>SESLOAF Translated. SESLOAF for all subjects developed. District Management Team oriented. All school system oriented. Examination boards oriented.</th>
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**Target**

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<tr>
<th>Short Term</th>
<th>Medium Term</th>
<th>Long Term</th>
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<tr>
<td>Assessment items and tasks based on SESLOAF developed and shared with all stakeholders.</td>
<td>PEACE/Hub uploaded SLO Based Items and task on website</td>
<td>Peace/Hub developed and upload assessment items and upload</td>
</tr>
<tr>
<td>Linkages for Improved outcomes based on the framework (SESLOAF) established.</td>
<td>An advisory committee/Task force on Assessment Reforms notified.</td>
<td>Advisory committee/task force notified, Tors developed, chair identified, working procedures and key targets/planned</td>
</tr>
<tr>
<td>Teacher developed in Assessment of/for learning based on SESLOAF</td>
<td>Primary Teachers Trained in Assessment of/for learning</td>
<td>Secondary and Higher Secondary Teachers/Teacher Educators Trained in Assessment of/for learning.</td>
</tr>
<tr>
<td>School Systems Academic Plans Developed in alignment with SESLOAF</td>
<td>Head teacher oriented to develop academic plans based on SESLOAF</td>
<td>Academic plans, scheme of work and syllabus developed at primary levels based on SESLOAF.</td>
</tr>
<tr>
<td>Research and Technology Based Hub Developed and Functioning</td>
<td>Proposal and feasibility plan developed and submitted.</td>
<td>Building, other, structure, resources (human and materials) developed, acquired and function complete.</td>
</tr>
<tr>
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<td>Research and Technology based Hub for School Based Assessment and Examination up and running.</td>
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Annexure I

I. **Standards:** The standards provide a reference for the alignment of assessment to content and performance standards.

II. **Standards-referenced:** The standards-referenced assessments are aligned with the content and performance standards outlined in the curriculum and allow the assessment of the student (authentic) learning outcomes and feedback on the measured outcome for improved learning outcomes and systems reform. SESLOAF guides a standardized and standards-referenced approach.

III. **Standardized and Quality:** The adoption of standardized and quality examination and examination procedures lead to the overall improvement of examination development, governance, management, increased transparency, validity, reliability and reduces systemic errors. The overall measures to ensure transparency, validity, reliability and reduced systemic errors and malpractices in school based and external board examinations will enhance the quality of assessment, examinations and improve student learning outcome. This must be ensured by development of SOPs, research and technology based hub and third party for examination administration.

IV. **Backwash effect:** The assessment and examination has an extreme backwash effect on the entire learning infrastructure. Hence, learning of the students has to be assessed on appropriate standards and cognitive levels to help them in attainment of the standards and learning levels. These may be achieved by standard setting procedures to develop attainment levels in alignment with the SESLOAF.

V. **Continuous, Formative, Summative and Performance Assessment:** The frequency, form and nature of assessment have an effect on the learning outcomes. Hence, assessment will be considered as an integral part of teaching and learning process to allow feedback into the teaching and learning process for improved and authentic learning outcomes. Tests, portfolio, observation, oral and multiple forms of assessment will be applied.

VI. **Authentic Assessment:** Authentic assessment allows the assessment and learning of/ in real life contexts which increases the fidelity of assessments. Hence, authentic assessment will be considered as an important component in school based assessments conducted through projects at school levels or by external assessment/examination units in alignment with the performance assessment outlined in the SESLOAF.

VII. **Validity** The most important aspects of assessment and examination is its content and construct validity as there is extensive evidence of the backwash effect of test on the processes of teaching and learning. Therefore, it is essential that the test/assessment task is focused on the key learning areas, the key concepts, skills, attitude and values specific to the discipline as outlined in the
curriculum/SESLOAF. To ensure validity the test/examination shall be aligned with the curriculum standards and students learning outcome through the scheme of assessment and assessment specification as outlined in SESLOAF. Scale/Band may be developed on measurable standards to reduce differentials across the boards through a research based practice.

VII. **Reliability** measures the consistency of the test or assessment. A test is considered reliable if same results are obtained repeatedly. Also inter-marker reliability through the use of marking schemes/rubrics and electronic systems may be ensure.