



State Council of Educational Research and Training, Maharashtra, Pune 30.

Under 'STARS' Project

Baseline Test - 2024-25

Standard - Third Subject - English - Third Language (L.L.)

Instructions for Teacher

The 'STARS' project has made the decision to introduce three educational progress tests for the academic year 2024-25. These tests, namely the Baseline Test, Summative Test 1 and Summative Test 2, have been designed with the aim of assessing students' attainment of the expected learning goals corresponding to their respective age levels. At the state level, class tests based on learning outcomes will be conducted for students in grades 3 to 9. It is essential for teachers to comprehend that the primary objective of these tests is to implement the action-plan and evaluate the extent to which students have accomplished their learning outcomes from the previous academic year.

Stages of Implementation : The implementation of these tests involves three stages : (1) Pre-planning, (2) Executing the test according to the provided instructions, (3) Uploading the test marks on the portal of Vidya Samiksha Kendra (VSK).

During the pre-planning stage, teachers should gather all the required instructional materials specific to each standard. They should also prepare a timetable for practical and oral based on the class size. While executing, it is important to note that there is no strict time limit for the test. It should be administered when the students are fresh and alert. If it is time for a break in between or if the students seem bored then it's okay to wait for a while and take the remaining test later. If students have skipped any question, teacher should inquire about it and provide explanations if necessary. It is crucial to encourage students to write their answers independently and avoid giving any hints that may lead to the correct answers.

Nature of the test : Starting from the academic year 2017-18, learning outcomes specific to each standard and subject have been formulated and included in the textbooks. These learning outcomes have been developed in accordance with the guidelines provided by the National Council of Educational Research and Training (NCERT) in New Delhi.

To assess the academic achievement of students, the learning outcomes serve as the basis. Both the National Achievement Surveys and State Academic Achievement Surveys conducted in the future will be aligned with the learning outcomes. Consequently, while creating the Baseline test, the subject-wise learning outcomes from the previous class have been taken into consideration.

This ensures that the Baseline Test reflects the expected knowledge and skills that students should have acquired based on the subject-wise learning outcomes from their prior class.

Baseline Test for Class III is Practical/Oral and Written.

Practical/Oral Test	Written Test	Total	Syllabus and Learning Outcomes
10	30	40	Class II

Instructions for taking Practical/Oral Test

- 1) Ensure that the necessary materials for the Practical/Oral Test are easily accessible and prepared ahead of time. Sufficient materials should be provided, and it is acceptable to reuse materials that have been used previously. It is crucial to emphasize that the test should incorporate practical activities and make use of suitable materials.
- 2) Adequate time should be allocated to students during the administration of the practical/oral tests. This ensures that they have ample opportunities to complete the tasks or respond to the oral questions thoughtfully, without feeling rushed.
- 3) The marks achieved by each student in the practical/oral test should be recorded in the mark sheet as soon as they provide their answers or complete the practical tasks. It is crucial to avoid awarding half marks and to accurately record the marks obtained by each student.

Instructions for taking and correcting the written test :

- 1) For students in classes III and IV, it is recommended to read the questions aloud, provide clear explanations of what needs to be done and instruct them on how to solve the questions accordingly. Additionally, the teacher should offer assistance to the students to ensure their successful completion of the test.
- 2) In the case of students in classes V to IX, they may seek assistance in understanding the questions. When such situations arise, it is permissible to read out the questions to them. However, it is important to refrain from providing the answers or indicating them in anyway.
- 3) It is crucial to avoid providing any additional assistance to students during the test in order to artificially inflate their scores. Such actions would hinder an accurate assessment of their actual performance.
- 4) Create a transparent and stress-free environment while conducting the test.
- 5) Ensure that an adequate amount of space is provided within the test itself for students to write their answers. It is important to allocate enough lines for students to express their thoughts and complete their responses comfortably.
- 6) The test should be administered and corrected by the subject teacher responsible for the respective class.
- 7) No punitive action will be initiated against any teacher due to their students' poor performance in the test.
- 8) When it comes to disabled students, the decision regarding the administration of the test should be made by the school Headmaster/Headmistress and Teachers, taking into account the specific disability of the student. If necessary, seek assistance from competent experts or special teachers to ensure an inclusive and accommodating testing environment.
- 9) The mark sheet for the practical/oral and written tests will be provided at the beginning of the test. The teacher should diligently record the marks for each question in the designated table provided.
- 10) Upload the marks for each student, categorized by question, on the portal established by Vidya Samiksha Kendra (VSK). Detailed instructions on this process will be provided, separately at a later time.
- 11) Following the assessment of the tests, it is expected that the teacher will analyze the students' scores and develop an action plan suitable to their individual needs. These programmes should be implemented accordingly to support the students' learning and progress.