

**GOVERNMENT OF MANIPUR
DIRECTORATE OF EDUCATION(S)
(VALLEY SECTION)**

No. 20/4/81-ED(Ft)/-pt-1

Imphal, the 29th September, 2022

To,

All Zonal Education Officers,
.....

Subject: - Fit India-regd.

Sir/Madam,

In inviting a reference to the above subject, I am to enclosed herewith D.O.No.1-2/2022-IS-20 dated 31st August,2022,alongwith its enclosers from Ministry of Education Department of School Education and literacy Govt.of India in regard to above subject the activities to be taken up by the Department of Education(S), Manipur.

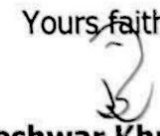
You are requested kindly nominate one Officer as Nodal Officer, for Fit India movement for effective implementation of Fit India movement under your jurisdiction. Name of Officer, Designation, Email ID and contact No.may kindly reach to the undersign on or before 10TH Octorber,2022.

You are requested to submit action plane/action taken on this matter on and weekly basis and the same should be uploaded in the Ministry Portal for any information please contact to Dr.L.W.Ananta Nodal Officer Fit India of Education(S),Department during Office hours. Contact no.7005150581.

This may be treated as most urgent.

Yours faithfully

Enclosed: As stated above


(Bisheshwar Khumukcham)
Addl. Director of Education(S/V)
Govrnment of Manipur

Copy to :-

1. The PPS to the Hon'ble Minister of Education.Manipur.
2. The Commissioner, Education (S) Government of Manipur.
3. The Director of Education(S),Manipur
4. The Addl. Director of Education(S/H)
5. The Senior Administrative Officer, Education (S), Govt. of Manipur
(for uploading in the Department Website.)
6. Guard File

No. PS1-2/8/2022-EDN(S)-EDN (S)
GOVERNMENT OF MANIPUR
SECRETARIAT: EDUCATION (S) DEPARTMENT

Imphal the 3rd September, 2022

Addl. Director Valley
R.R. No. 505
Date 22/9/2022

Director Edn.(S) 722
R.R. No.
Date 22/9/22
Signature

To,

Director of Education-S,
Manipur

Subject: Fitness India -regd.

④ Sir,

I am directed to forward herewith D.O.No.1-2/2022-IS-20 dated 31st August, 2022 from Ministry of Education, Department of School Education & Literacy, Government of India in regard to above subject the activities to be taken by the Department of Education (S), Manipur.

2. You are requested to submit action plan/action taken on this matter on an weekly basis and the same should be up-loaded in the Ministry portal.

Encl As stated above

Yours faithfully,

(Thangliansiam Taitom)
Deputy Secretary (Edn-S),
Government of Manipur

Copy to :-

- 1.PPS to Hon'ble Minister (Education), Manipur
- 2.PS to Commissioner (Education-S), Govt. of Manipur
- 3.Guarded file.
- 4. GAD Despatch

Section Officer (Edn/S)
Govt. of Manipur

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
NEW DELHI-110 115



भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
शास्त्री भवन
नई दिल्ली - 110 115

D.O. No. 1-2/2022-IS-20

Dated, the 31st August, 2022

Dear Sir / madam,

I am writing in continuation of DO letter of even number dated 25.08.2022 from Secretary, SE&L w.r.t. the activities to be carried out by the States/UTs during the celebration of Shikshak Parv. The letter is enclosed for your kind reference.

In this regard, it is to state that Guidelines for writing items for the Item Bank have been prepared by Educational Survey Division, NCERT and the same is enclosed as *Annexure A*. Also, the guidelines on Uploading of Videos on Innovative Pedagogy by the Teacher on Vidya Amrit Portal have been provided by CIET and are enclosed as *Annexure B*. The schedule for each day is enclosed as *Annexure C* for your kind reference.

The above details are for informing all the concerned and ensuring further necessary action.

Also, a Video Conference on Shikshak Parv, Swachhta Pakhwada and Poshan Maah will be held on 2nd September 2022 from 12.00 noon to 01.00 P.M., which shall be chaired by Secretary, Department of School Education & Literacy. The VC link is as below:

URL: <https://aicteindia.webex.com/aicteindia/j.php?MTID=ma9d774ffcdc71276220c638f97b20af3>

PWD: 200147

Regards,

Yours sincerely,


(Vipin Kumar)

Joint Secretary to the Government of India

Enclosed: As above.

To

Principal Secretary/Secretary/Secretary (School Education) of All States/UTs of India.

State Project Directors (Samagra Shiksha), All States/UTs

Director SCERT, All States/UTs

Chairperson, CBSE, Commissioner KVS, Commissioner NVS, Director NCERT, Chairperson NIOS, Chairperson NCTE

DEVELOPING QUALITY ASSESSMENT ITEMS

General Guidelines

What is assessment?

Assessment is essentially the process of collecting evidence about what students know, understand and can do, with an aim for drawing inferences about the learning levels attained by the students in different domains.

The administration and type of assessment varies in accordance to the levels at which administered and the purpose for which administered. The assessment conducted at the classroom level, at school, is different from an assessment carried out at key stages of education for the reasons of certification of successful completion of the stage (e.g., board examinations). Similarly, Large scale assessment conducted at state or national levels differs in purpose as these assess the working efficiency of the schooling system rather than the performance of the individual child

Assessment may also be viewed as diagnostic tools for the teachers to identify the strengths and weaknesses of the 'methodology of transaction' so as to improve upon, through additional efforts, guidance and support to scaffold the learning processes in a better manner. Assessment also contributes to gaining insight to the students' attainment of learning goals at the culmination of a particular course/programme/class.

Framing the Objectives of Assessment

It may be appreciated that assessment evaluates the student's learning and hence the type and focus of assessment will affect the teaching-learning transactions taking place within the classrooms in schools. For instance, assessment when focusing on the ability of the students' capacity of retention and retrieval will encourage the phenomenon of completion of syllabus and development of spectacle of 'temporary memory and regurgitation'. Conversely, when the focus of assessment is on evaluating the students' abilities such as critical thinking, problem solving, collaboration and creativity, will encourage classroom interaction aligning with a constructivist and socio-cultural approach to teaching-learning. Therefore, insights and diligence is warranted while designing assessment as it is intricately woven with the pedagogy, syllabus and the content of the academic interaction transacted in the classrooms.

The goal of National Education Policy (NEP) 2020 is to bring in a transformation in the way assessment is perceived. As per NEP 2020, the aim of assessment in the culture of our schooling system will shift from one that primarily tests rote memorization skills to one that is more formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

Broadly, assessment is a process that includes four basic components: 1) Understanding improvement over time; 2) Motivating students to learn and improve; 3) Evaluating the teaching methods; 4) Considering students' capabilities in relation to the group or criterion. In addition, good assessment can help students become more effective self-directed learners. Well-designed assessment strategies play a critical role in educational decision-making and are a vital component of ongoing quality improvement processes at the lesson, course and/or curriculum level.

Competency-based Assessment

To strive towards assessment practices that are more in alignment with changing scenarios globally is an important but challenging task. Assessment need to be informed by the vision pertaining to education. The purpose of education is to facilitate the growth of a competent individual capable of applying his/her knowledge and skills appropriately in simple as well as complex situations. In the fast paced world characterized by rapidly changing economic, social and technology domains, one needs to have diverse abilities to be able to navigate personal and professional lives efficiently. This understanding informs that assessment practices that merely focus on the retention or minimal thinking skills may not be appropriate in present scenario. Competency-based assessment provides a robust framework for revitalizing the assessment as well as the pedagogical approach and experiences.

Competencies are broad ideas and statements that sum up as what a student should know, understand and be able to perform in different curricular areas. Therefore, the focus of competency-based learning and assessment is far broader as compared to content-based approach to learning and assessment. Content-based approach to assessment rests on the premise of mastery of content and completion of the syllabus. On the other hand, competency-based assessment focuses on capturing student's knowledge, skills and attitudes in different areas and their application to authentic situations/real-world problems. Moreover, the focus in

competency-based assessment is not confined to grades/marks but expands to students' mastery of skills, feedback to students, and improvement in performance. Competency-based assessments can also be cross curricular and may go beyond the contexts given in the textbooks.

NEP 2020 highlights that the aim of assessment in the culture of our schooling system will shift from one that is summative and primarily tests rote memorization skills to one that is more regular and formative, is more competency-based, promotes learning and development for our students, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will be diagnostic and will help to optimize learning and development for all students. This will be the underlying principle for assessment at all levels of education.

To assess the learning levels of students, different assessment tools are used and it is important that the assessment tools are in tandem with the focus and purpose of the assessment. NEP 2020 also highlights that the assessment tools need to be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

Some Key Competencies in different Curricular Areas

In order to move towards competency-based schooling and education system, an understanding of what competencies entail is a prerequisite. Competencies are statements that specify what children will know, be able to do, or be able to demonstrate when they have completed or participated in a course or program.

Competencies are the ways of thinking or intellectual approaches that develop as students become increasingly proficient in a domain. In other words, the broad domains of skills, knowledge and disposition as relevant to different disciplines can be communicated through specific set of competencies. Competencies need to be focused and developed at different levels depending upon the broad content outline of the curricular subjects, cognitive level of students and their milieu.

The table provides competencies for the disciplines of Language, Mathematics, EVS/Science and Social Science. For language, in particular, the competencies are given for the reading comprehension domain.

Language	Mathematics	EVS/Science	Social Science
Retrieving information (locates)	Recognizes and Applies single processing step	Recognizes a valid scientific query	Identifying and/or using the evidence needed
Interpreting and reflecting on the content and form of texts in relation to their own knowledge of the world	Interprets, links and integrates and extrapolates a given pattern	Identifying and/or using the evidence needed	Drawing or evaluating the conclusion
Evaluating & arguing their point of view	Generalisation, reasoning, augmentation and applies multiple steps to process	Drawing or evaluating the conclusion	Demonstrating understanding of concepts
--	--	Demonstrating understanding of scientific concepts	Environmental, Economic and Social Dimensions of Sustainable Development

Developing Competency-based Assessment Items

In the context of assessment, the term 'item' means 'every individual question'. Each of the items in an assessment attempts to measure a certain 'construct'. A construct may relate to various kinds of psychological abilities such as certain type of knowledge like names of colours, having an understanding like understanding of mathematical operations or ability to perform like completing an electric circuit and making a working model of bulb/bell. An item aims to collect evidence of the presence or absence of a certain construct by presenting the student with some stimulus to which the student responds. Sometimes the students can choose the response from the given response options, at other times they may be asked to construct their own response. In order to obtain a fair idea of the presence/absence of a construct, it's important to have high quality error-free items.

An item may begin with a relevant context/prompt followed by the question. This context or prompt is called the 'Stimulus'. To make the stimulus engaging, information may be given in

a variety of ways such as through a piece of text, a diagram, a graph, a table, a map, a chart, or a combination of these.

To develop an interesting stimulus is an important part of item development. The length of stimulus is also dependent on the subject to be assessed. While it is important to have text of suitable length while assessing reading or listening comprehension at different grade levels, for subjects like Mathematics and Science, it is important to keep a tab on the length of the stimulus. In all respect, the stimulus should present factually correct data.

The competency-based items aim to assess students' attainment of certain competencies (as explained in the preceding section) and do so by anchoring the item in the grade level content. Therefore, the first and foremost criteria for developing good quality items for competency-based assessment is to ensure its alignment with the mapped competency and the specific grade level.

Some **generic principles** to follow while developing assessment items are as follows-

- The item should test a single construct/concept.
- The content of the item should be engaging and should be displayed well for the students to feel motivated to attempt it.
- The item format should be in tandem with the focus of the question. While some questions render themselves more suitable as constructed-response items, others can be effectively framed as MCIs.
- The item should test the mapped domain/topic and must not digress from it to maintain the validity of the item.
- The item should not favour the students from a particular social, cultural or linguistic group, geographical location or gender.
- The graphics, if used, should be copyright free and should be of good resolution.
- While reference to good assessment items is encouraged, it is important that the items are adapted to the context of the learners and are not copied from other sources. Items must not be plagiarised from other sources.

The table provides competencies for the disciplines of Language, Mathematics, EVS/Science and Social Science. For language, in particular, the competencies are given for the reading comprehension domain.

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Guidelines pertaining to framing of MCQs are as follows:

- The question should be framed in as accurate a manner as possible with comprehensible vocabulary, sentence structure and sentence length.
- The stem of the item for MCQs should not be unnecessary lengthy
- Avoid using passive voice in the stem.
- Also, avoid using words such as No, Not, Least, Most, Likely etc. in the stem. If necessary to use, these words need to be highlighted.
- For simple Multiple-Choice Questions (MCQs), there should only be one key with high quality distractors that help identify high ability students from low ability students. Key can be more than one in case of simple MCQ with more than one correct answer choices.
- Response options in the MCQs should be independent of each other. All the response options should be framed in such a way that fits the sentence structure of the stem.
- Avoid using 'all of the above' and 'none of the above' as options.
- The response options should be of comparable complexity, sentence structure and sentence length.
- The correct key along with explanation should be provided for the MCQs.
- Effective multiple-choice distractors represent logical misunderstandings by the examinee.
- Effective multiple - choice questions avoid distractors that are too close to the key.
- Frame a constructed response item when the students are required to provide an explanation, illustrate a line of reasoning or justification.

Constructed Response items comprise of Short Constructed Response, Long or Extended Constructed Response and Performance assessment items. Open-constructed items require the students to frame the response to answer the questions being asked. All constructed response items consist of the following two parts

- **Prompt:** The prompt is the part of the item that presents the question(s) or tasks to be answered. This basically has the stimulus and the question.
- **Rubric:** The rubric presents the criteria that will be used in scoring the open-ended item. In addition the scoring criteria, rubrics should include examples and/or answer keys.

Prompt	Megha and her brother Dara are very fond of mangoes. Their mother would buy many kilos of mangoes when mango season comes. They would eat two-three mangoes at one go. One day after eating the mango Dara threw it's seed in their backyard. After a few weeks a plant started growing and it grew into a tall mango tree in few years. Now they have their own mango tree at home. How did Megha and Dara get a mango tree at their home?
Rubric	<p>Correct Response Daniel threw the seed of the mango in the backyard and the mango tree grew from the seed.</p> <p>Partially Correct Response The tree grew out of the seed.</p> <p>Incorrect Response Any Response that mentions unrelated aspects.</p>

Guidelines pertaining to framing of Open-Constructed Items are as follows-

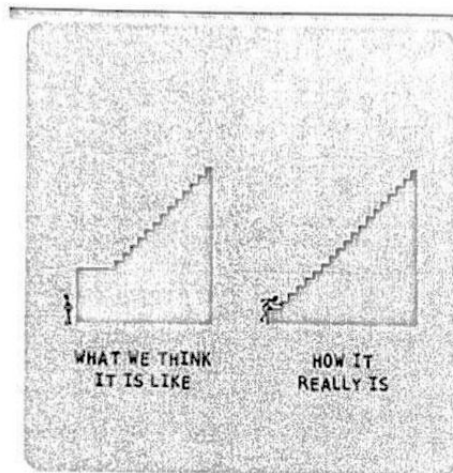
- Effective constructed response items contain neither undue wordiness and negation, nor passive voice constructions.
- The answered of a constructed response item cannot be given with a simple yes or no
- Effective constructed response items yield responses that encompass/cover the range of aspects given under completely correct and partially correct.
- Effective constructed response items have prompts that clearly indicate the amount and type of information that must be provided in the response to receive the highest score point.
- The scoring rubric of the constructed response items should comprise of all the criteria that will be used for marking a response as fully correct/partially correct and incorrect.

- Effective constructed response items have rubrics that contain descriptive statements relating to the skill or standard being assessed and do not include statements about skills unrelated to the skill or standard being assessed.

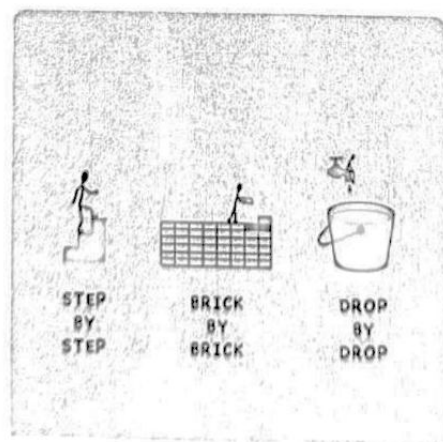
Preparing Questions

Preparing questions or writing items is an effort intense activity. While it is important to follow and refer to the guidelines for writing different items, writing and engaging in creating error-free items also calls for creativity and a thorough understanding of concept and possible misconceptions around it. Often, the first draft of the item requires modifications and corrections. Therefore, item writers or teachers are encouraged to review the questions/items thoroughly vis-à-vis the guidelines given for the item development and rubrics for marking the answer. The item developers are also encouraged to get a peer review done. Sometimes, involving the students in this process, gives a lot of insights into framing better questions.

While framing questions, the task may look like:



And the way to make it seem less difficult is to take it....



Template for Writing Items

School UDISE Code:		Grade:	
Subject:			

Difficulty level	Domain/Topic	Learning Outcome
Easy <input type="checkbox"/>		
Medium <input type="checkbox"/>		
Hard <input type="checkbox"/>		
Competency <input type="checkbox"/>		

Stimulus	Text, Figure, Table, Graphs, Maps etc.	
		Option/ distractor*
	A	
	B	
	C	
	D	
	E	
	F	

Explanation for Key	<input type="checkbox"/>	
Constructed Response Scoring Rubric		

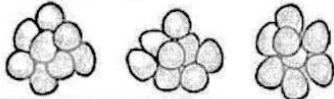
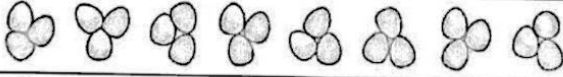


**Please write the word 'key' in the Correct Response option column whenever applicable. Key can be more than one in case of simple MCQ with multiple correct options.*

Sample Items

1. Foundational Stage:

School UDISE Code:		Grade:	III
Subject:	Mathematics		


Difficulty level	Domain/Topic	Learning Outcome
Easy <input type="checkbox"/>	Number Operations	
Medium <input type="checkbox"/>		
Hard <input type="checkbox"/>		
Competency <input type="checkbox"/>	<input type="checkbox"/> Recognizes and Applies single processing step	
	<input type="checkbox"/> Interprets, links and integrates and extrapolates a given pattern	
	<input type="checkbox"/> Generalisation, reasoning, augmentation and applies multiple steps to process	

Stimulus	A girl collected 24 pebbles from a riverside. To count the pebbles, she put them in groups of 3. Which of the following shows the 24 pebbles in groups of 3?		
		Option/ distractor	Correct Response Option*
	A		
	B		Key
	C		
D			

Explanation for Key	The pebbles are put in groups of 3 and there are 8 such groups making it a total of 24 pebbles.
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2. Preparatory Stage:

School UDISE Code:		Grade:	V
Subject:	Language		

Difficulty level	Domain/Topic	Learning Outcome
Easy <input type="checkbox"/>	Reading Comprehension	---
Medium <input type="checkbox"/>		
Hard <input type="checkbox"/>		
Competency 	<input type="checkbox"/> Retrieving information (locates)	
	<input type="checkbox"/> Interpreting and reflecting on the content and form of texts in relation to their own knowledge of the world	
	<input type="checkbox"/> Evaluating & arguing their point of view	

Stimulus	<p>A recipe of a fruit salad is given below-</p> <p>Ingredients</p> <p>4 oranges Half cup of pomegranate or grapes 1 tablespoon of honey Half teaspoon of cardamom powder (a spice)</p> <p>Instructions</p> <ol style="list-style-type: none"> 1. Wash all the fruits. 2. Peel 3 oranges, cut into slices, and put in a bowl. 3. If using pomegranate, peel the fruits and take the seeds out and add to the bowl. 4. If using grapes, remove the stem, if any and add the grapes to the bowl. 5. Put the juice of one orange into a saucepan with the cardamom and honey. Stir over a gentle heat for 5 minutes. 6. Pour the hot sauce over the fruit in the bowl and mix gently. 7. If you don't eat it immediately, keep it cool. <p>The oranges are added to the salad in two different ways. Explain them.</p>
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Constructed Response

Constructed Response Scoring Rubric

Correct Response

1. Orange is peeled and cut into slices and added/ Pieces are added.
2. Orange juice is added/Orange juice is taken out and added after heating.

Partially Correct Response

1. Any one of the points given under 'correct response'.

Incorrect Response

Response other than the one mentioned in correct or partially correct response.

3. Middle Stage:

School UDISE Code:		Grade:	VIII
Subject:	Mathematics		

Difficulty level	Domain/Topic	Learning Outcome
Easy <input type="checkbox"/>		---
Medium <input type="checkbox"/>		
Hard <input type="checkbox"/>		
Competency <input type="checkbox"/>	<input type="checkbox"/> Recognizes and Applies single processing step <input type="checkbox"/> Interprets, links and integrates and extrapolates a given pattern <input type="checkbox"/> Generalization, reasoning, augmentation and applies multiple steps to process	

Matchsticks are used to make the following figures. Observe the pattern.

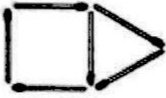


Figure 1

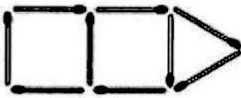


Figure 2




Figure 3

If the pattern is continued, how many matchsticks will be used to make Figure 10.

Option/ distractor		Correct Response Option*
A	30	
B	33	Key
C	36	
D	39	
E	42	

Explanation for Key	The general rule that applies in the pattern is $3x+3$ where x represents the number of squares. In the pattern the triangle and the squares are sharing the sides. For Figure 10, number of required matchsticks will be $3 \times 10 + 3 = 33$
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References

1. American Institute for Research. Principles of effective multiple choice and constructed response item writing and review.
2. British Council (2020). Assessment for competency based education at Standard X.
3. Central Board of Secondary Education (2021). Handbook of Assessment and Evaluation.
4. Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. *Journal of Teacher Education*, 57(2), 120-138.
5. International Association for the Evaluation of Educational Achievement, TIMMS and PIRLS International Study Center (2013). *Item Writing Guidelines*.
6. Yambi, T. (2018). Assessment and evaluation in assessment. *Academia*.