

Assessment Methodology

SAKSHAM Baseline Assessment · Anugola District, Odisha
Grade 5 and Grade 8 · Census assessment · December 2025

This document sets out how the SAKSHAM assessment was designed, administered, and scored, and how a student's responses are converted into the score out of 10 shown on each school report card. It is intended to be read alongside those report cards.

1. Purpose of the assessment

The SAKSHAM baseline was a diagnostic assessment. Its purpose was to identify which foundational competencies students had already secured, and where further support was required, rather than to rank or evaluate individual students.

- It was conducted as a census — every enrolled Grade 5 and Grade 8 student in the district was to be assessed, rather than a sample.
- The questions addressed foundational competencies, broadly at the Grade 1 level, mapped to the State's prescribed learning outcomes. A low score therefore identifies the specific foundational gaps that teaching can address.
- A single, common design was applied across the district, so that schools, clusters, and blocks may be compared on a consistent basis.

2. What was assessed

- Grade 5 — four subjects: Odia, English, Mathematics, and Environmental Studies (EVS).
- Grade 8 — five subjects: Odia, English, Mathematics, Science, and Social Science.
- Format — paper-based multiple-choice questions with a single correct answer, recorded on OMR sheets.
- Length — 15 questions per subject in Grade 5, and 20 questions per subject in Grade 8.
- Duration — approximately 30 minutes per subject in Grade 5, and 45 minutes in Grade 8.
- Brief teacher, school, and pupil questionnaires were administered alongside the tests to provide context.

The assessment was conducted over two days:

Day	Grade 5	Grade 8
Day 1	Odia, EVS	Odia, English, Science
Day 2	English, Maths	Maths, Social Science

3. Administration

- Students were assessed within their own schools.
- External field investigators observed the testing to ensure consistency and fairness across schools.

- A buffer day allowed absent students to be assessed subsequently, so that genuine absentees were not recorded as zero.
- For each subject, approximately twice the required number of questions was prepared, so that items could be piloted and the weakest removed before the final test.

4. How a score is calculated

This section describes how a set of responses becomes the score out of 10 shown on a report card.

In each subject, a student's score is the proportion of questions answered correctly:

$$\text{Subject score} = (\text{correct answers} \div \text{total questions}) \times 100$$

For example, a Grade 8 student who answers 14 of 20 Science questions correctly scores 70% in Science. A student's overall score is the combined result across all subjects; because each subject carries the same number of questions, this is equivalent to the average of the subject percentages.

For ease of interpretation, the percentage is expressed on a scale of 0 to 10:

$$\text{Score out of 10} = \text{percentage} \div 10, \text{ rounded to the nearest whole number}$$

Thus 62% becomes 6 out of 10, and 78% becomes 8 out of 10. The report card displays this whole-number score, and the subject star ratings follow the same principle; the exact percentage is retained in the downloadable data files.

Every score is also assigned to one of four performance bands, determined by the percentage:

Band	Percentage	Out of 10
 Excelling	76 – 100%	8 – 10
 Developing	51 – 75%	6 – 7
 Needs support	26 – 50%	3 – 5
 Critical	0 – 25%	0 – 2

The bands provide an at-a-glance indication of performance; colour is never used on its own, but always accompanies the band name and the score. A score of 6 out of 10, for instance, indicates that students answered approximately 60% of questions correctly, placing the school in the Developing band.

5. Learning-outcome mastery

Beneath the subject scores lies a stricter measure. Each question is linked to a specific learning outcome — a single skill or concept.

- A student is recorded as having mastered a learning outcome only if every question linked to it is answered correctly; answering most of them correctly is not sufficient.
- Mastery percentages are therefore consistently lower than subject scores. This is by design — it is a deliberately demanding measure of whether a skill is securely held.

- At school level, mastery is the proportion of students who mastered each outcome; cluster and block figures are the average of the school-level values.

6. Aggregation of results

Results are reported at five levels, each derived from the level below:

Student › School › Cluster › Block › District

- A school's score is the average of its students' scores.
- A cluster's or block's score is the average of the constituent school scores, with each school weighted equally regardless of its size.
- This is a deliberate choice: it prevents a small number of large schools from dominating the aggregate, but it means cluster and block figures describe schools rather than individual students.

7. Data quality and responsible use

- Each response is scored 1 for a correct answer and 0 for an incorrect or blank answer.
- Where a school sat only one of the two days, the affected subjects are recorded as “not available” rather than as zero, and are excluded from those averages.
- Schools with low participation on a day (fewer than five students) are flagged, so that their figures are interpreted with appropriate caution.
- The assessment was designed to generate school-level insight, not to rank or evaluate individual students. Student-level records are anonymised and are intended to inform support, not to penalise.

Prepared for the Anugola District SAKSHAM schools portal, drawing on the district's census assessment plan and the Grade 5 and Grade 8 analysis methodology. Score and band definitions follow the calculation applied on the portal's report cards.