



# Our school: How good is it ?





Process of Evaluation and Monitoring for Assuring the Quality in  
Education

Ministry of Education



OUR SCHOOL: HOW GOOD IS IT?

Process of Evaluation for Assuring the Quality in Education



Ministry of Education  
“Isurupaya”  
Battaramulla  
2014



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## Message of the Hon. Minister of Education

The main objective of the present government is to bring about a system of education which could obtain skills and technical competence required for rapid economic and social development of Sri Lanka. Time, effort and capital spent on education by any government or individuals would be a long - term investment. The social behavioral patterns of citizens reflect the quality of education in a country. The social excellence comprised of quality life could be achieved only through the right education system.

In order to achieve the said objective an educational management system targeting a quality development of the school system is mandatory. Evaluation is an indispensable factor to monitor an organization, to see as if that particular entity reaches the expected objectives and to make necessary alterations and modifications when required. Where there is no evaluation the management falls apart.

Having recognized the significance of the self-evaluation concept and the necessity of updating evaluation methods to suit the current trends, the Management and Quality Assurance Branch of the Ministry of Education has introduced this new approach. This necessary updating of Quality Assurance Guidelines now places a much greater emphasis on the core business of any school, namely the quality of teaching and learning.

This new evaluation guide book is introduced to the school system with the prime target of monitoring whether the school is aiming to achieve the excellence by the effective and efficient use of resources in the rapidly changing social milieu.

I sincerely expect that all schools and other educational institutions will be much sensitive to the strengths and weakness of the school and will implement this new set of evaluation tools creatively to uplift the present standard of the school

Bandula Gunawardane  
Minister of Education

## Message of the Secretary - Ministry of Education

High quality education lays a solid foundation to the development process of a country. The entire education system in this country targets to provide a high quality service to the students.

It is absolutely necessary to make the maximum use of limited resources available in schools and particularly to make the ample use of physical and human resources available in strengthening the teaching- learning process. The purpose of having an evaluation system is to make sure if the above tasks are adequately realized by schools.

In achieving the above, regardless of the diversity in the present school system, it is mandatory to have a uniform self-evaluation process that encompasses a common set of standards, criteria and indicators implemented by the school and an external evaluation process implemented by the educational institutions outside the school. The consistent application of such a reliable evaluation system will undoubtedly raise the quality and standard of education across the whole school system.

While implementing the internal evaluation process continuously, it is essential that the head of the school and the staff often review the school's standard by identifying the existing strengths and development requirements. Here the school gets the opportunity to appreciate the strengths and take necessary action for the identified development requirements. Moreover, the recommendations given as the inputs of the external evaluations conducted by the national, provincial, zonal and divisional levels shall also contribute significantly in school development.

I extend my sincere thanks to all those, who actively contributed at school, divisional, zonal, provincial and national levels, to prepare this guide book "Process of Evaluation for Assuring the Quality in Education" under the guidance and directions of the Management and Quality Assurance Branch of the Ministry of Education, to raise the quality and standard of schools.

Anura Disanayake  
Secretary  
Ministry of Education

## Message of the Additional Secretary (Education Quality Development)

Improving the quality of the school system is a prerequisite in transforming the student community of a country as useful citizens. In achieving this objective, an efficient and effective management system with a broad perspective should be launched by the school and moreover the school should ensure the quality of education through identification of its strengths and weaknesses.

In order to achieve the said objectives, it is important to implement an internal evaluation system with a proper plan. An effective evaluation system could be implemented by using evaluation tools efficiently. Through implementing such an efficient evaluation system it is possible to orient school activities according to the social needs, use human and physical resources efficiently, identify development needs of teachers and improve community relationships satisfactorily. Finally, all these lead to enhance the productivity of teaching learning process.

Similarly, an external assessment process is also vital to receive guidance on strengths and development needs of a school. Inputs of such an evaluation conducted by external organizations using a formal quality assurance framework undoubtedly improve the quality of education.

This new instructional manual for school evaluation has been designed by giving priorities to aforesaid objectives and introducing necessary amendments to the existing evaluation system as per changes taking place in the current education scenario. It was revealed through piloting that this new evaluation framework consists of criteria and indicators which are easier to implement. It is my firm belief that all education professionals shall contribute to implement this framework efficiently to ensure the quality of education in the entire school system.

H.U. Premathilake  
Additional Secretary  
Education Quality Development



## Message of the Director (Management and Quality Assurance)

I strongly believe that to achieve the dream of high standard education across all schools, the standard of management at all levels must be assured. Furthermore, if the physical & human resources are managed effectively and efficiently we can achieve this dream.

Through a school self-evaluation system, with external review, we can build efficient and productive schools. For this there should be constant provision of necessary resources and conducting of annual evaluation. Since 2001 there were changes and revisions in the quality development of school education system. The Ministry of Education has planned to introduce this new instructional manual for school evaluation commencing in the year 2015.

This new evaluation guide identifies 8 main fields for evaluating, 60 criteria and 210 indicators. The key areas are: student achievement, teaching, learning and assessment, formal curriculum management, co-curricular activities, student welfare, leadership and management, physical resource management and school community relationships.

To proceed with this quantitative and qualitative evaluation in schools, there are 5 standard questions included for the principals and teachers in considering the above criteria. This is to ensure the consistency of evaluations made across schools. Each school is required to identify its improvements through self-evaluation up to 5 key aspects for development/improvement over the course of the next year. In addition, each school is required to identify 5 key strengths to be included in the next year's annual plan of the school.

I wish to appreciate the unstinted contribution bestowed by all the officers who participate for the preparation of this evaluation guideline and expect this would contribute for the future development of the school system.

S.M.L.K. Senevirathne  
Director of Education (Management and Quality Assurance)  
Ministry of Education

## 1. Introduction

A productive and effective school system can be created by an effective management of the physical and human resources, which are invested in education. A strong and continuous evaluation methodology, which focuses on the achievements of a high quality education, is essential to fulfill these objectives. An effective self-evaluation methodology based on a common and agreed set of criteria and indicators, as well as a formal external evaluation process, leads the improvement of the school.

When considering the evolution of the evaluation process of schools in Sri Lanka, the educational authorities have conducted school team inspections since 1950. Both unnoticed inspections and inspections with prior notice have been carried out. Documents and reports maintained in schools were checked and teacher observations were done by the relevant officers. Teachers and schools did not always have a good impression of this previous system as it was done by the external higher authorities who played a dictatorial role. There was also a feeling among teachers that external evaluators had a biased viewpoint. Moreover, there was an attitude among teachers and school administrators that this external review process was merely to find faults. Therefore, a revised methodology that seems to be fair and unbiased had to be established to build up trust and awareness among school community to achieve expected educational goals progressively. Hence an evaluation methodology based rigorously on the available evidence in the school was required. The outcome of the above process of evaluation in this revised scheme, which is designed specifically to help and strengthen schools, will be undoubtedly positive. This will be achieved through a process that will identify each school's strengths and should celebrate its achievements. And also the authorities should identify the aspects where further improvement is required and set out a plan for that.

Also, after the 1980's there was a move in Sri Lanka to focus on a 'bottom up' administration process instead of a 'top down' administration process, which is a special feature of school systems in many different countries. As a result, school managers got the opportunity to make decisions independent from central direction and to implement these at school level. In the 'top down' administration process, the external advisors and inspectors brought their knowledge to schools and advised while being vigilant about whether the school management was carried out in accordance with the advice given. Their attention was mostly focused on results rather than in-depth observation on the quality of students' learning experiences. The evaluation was mostly on quantitative factors than on the qualitative state of school education. The countries that refused this system kept faith with 'bottom up' administration and were directed towards a self-evaluation methodology, which was done mainly within the school, while also having an external supervision system to support schools as required.

Since 1990's more attention was paid on the importance of the self-evaluation process than on external supervision. The decision making right owned by divisional administration units/institutions was given to schools to build up and gain knowledge. This helped to develop an understanding of self -

evaluation as a very useful tool to develop and improve schools. This school development process is a self-judgment conducted by those who are inside the school. The researchers explain that it is far more effective for those who are outside a school to work as facilitators, taking account of a school's own evaluations, than to have direct involvement in any initial evaluation of a school. The establishment of the Evaluation and Quality Assurance Unit in 2001 is an important juncture when considering the prevailing evaluation process in Sri Lanka. The present positive approach to the evaluation process came into practice by restructuring the unit as the Management and Quality Assurance Unit in 2004. This led to the preparation of a book on Guidelines for Internal Evaluation in 2005, Introduction of Guidelines on Educational Standards and the compiling of an External Evaluation book in 2007. A formal methodology on external and internal evaluation was established with the introduction of Guidelines on National Education Standards in 2009. This new evaluation and monitoring process (Circular No. 2008/06) has assisted strengthening self- evaluation in schools. Guidelines were given to identify strengths and problems of schools by laying out a simple internal evaluation plan at school level, by establishing school quality circles, classroom observations, analyzing student achievement levels and through a comprehensive evaluation done annually.

This methodology has been in practice for a number of years. It is now recognized that we need to establish a new system of school evaluation which suits the current needs and will promote qualitative development. Taking account of criteria based evaluation methodology; the existing quality assurance evaluation methodology has been amended to match the new trends.

By introducing the Internal and External Evaluation Guidelines prepared according to the above needs, it is expected to guide and support schools with a new tradition in school education evaluation from 2015. It is expected that all schools will develop and implement a strong self - evaluation methodology using evaluation criteria, indicators and new standards, which have been created for this purpose. Schools should strive for excellence and external reviewers will use the school's own self-evaluation outcomes as a starting point, hopefully simply confirming the school's own identification of its key strengths and aspects for their improvement.

## 2. Introduction of evaluation fields

As a further development of the school evaluation system based on indicators and criteria, a new evaluation system will be implemented under 08 fields. Accordingly this manual includes the problems to be discussed about the qualitative evaluation of each area including standards, indicators and criteria. The table below indicates a summary of this.



New evaluation program to ensure the qualitative education

	<b>Fields of Evaluation</b>	<b>Standards</b>	<b>Needs to be Completed to reach the standard</b>	<b>Criteria</b>	<b>Indicator</b>	<b>Questions on Quality Assurance</b>
01	Student Achievement	02	03	05	35	05
02	Learning, Teaching and Assessment	02	05	04	30	07
03	Formal Curriculum Management	01	03	08	25	05
04	Co- curricular Activities	01	03	05	14	04
05	Student Welfare	01	04	09	22	04
06	Leadership and Management	01	07	16	45	07
07	Physical Resources Management	01	02	08	26	04
08	School and Community	01	03	05	13	04
	<b>Total</b>	<b>10</b>	<b>30</b>	<b>60</b>	<b>210</b>	<b>40</b>

# 1. Student Achievement

## Standards

Maintains a proper assessment and evaluation process to achieve competencies

Uplifts the student achievement level through effective feedback

## Requirements

Ensures achievement of competencies through assessment in primary level.

Ensures student achievement levels through formative and summative assessments in secondary level

Maintains a process of effective feedback based on findings through data analysis

## Criteria

Reaching the goals of the curriculum

Achievement in national examination results

Progress of term test marks

Progress of School Based Assessment

Analyzing the achievement levels



## Student Achievement

### 1.1. Primary Section

Name of the school.....

Award marks considering the total percentage of students who acquired the required number of competencies at the end of each key stage.

Award marks according to the following student percentage levels

Percentage of Students 90% and above	- Excellent	(06 marks)
Percentage of Students 75% - 89%	- Very good	(05 marks)
Percentage of Students 60% - 74%	- Good	(04 marks)
Percentage of Students 45% - 59%	- Satisfactory	(03 marks)
Percentage of Students 25% - 44%	- Development Required	(02 marks)
Percentage of Students Below 25%	- Immediate development required	(01 mark)

#### 1.1.1 Reaching the goals of the curriculum (Primary) - Table 1.1.1

	Indicators	Total number of students	Percentage of students who achieved each competency level	Marks
1.1.1.1	Percentage of students who achieved the 40 competencies at the end of the First Key Stage			
1.1.1.2	Percentage of students who achieved the 52 competencies at the end of the Second Key Stage			
1.1.1.3	Percentage of students that has reached the 55 competencies at the end of the Third Key Stage			

#### 1.1.2 Achievement in national examination results - Table 1.1.2

	Indicators	Total number of students who sat the examination	Percentage	Marks
1.1.2.1	Percentage of students who obtained above 70 marks in the Grade 5 Scholarship Examination.			

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

<p>01.Reaching the goals of the curriculum (Primary)</p> <p>Table 1.1.1</p>	<p><u>Instruction relevant to the evaluation field of Student Achievements in primary section</u></p> <p>Award marks for indicators 1.1.1.1/ 1.1.1.2/ and 1.1.1.3 based on the competency reports prepared at the end of each stage.</p> <p>Consider the assessment results of the previous year as at the date of evaluation</p> <p>Percentage of students who reached all competencies at the end of each key stage</p> $= \frac{\text{Total number of students who achieved the relevant competencies at the stage}}{\text{Total number of students in the relevant grade}} \times 100$ <p>Example</p> <p>Calculating the percentage of student that reached all the necessary competencies during the first key stage (Grade 2) at the end of 2014 in school.</p> <p>The total number of students in the parallel classes of Grade 2 is 150. Out of them 120 students have reached all the necessary 40 competency levels during the first key stage.</p> <p>Therefore, the percentage of students who have reached the relevant 40 competency levels related to the first key stage is,</p> $= \frac{120}{150} \times 100 = 80 \%$
<p>Table 1.1.2</p>	<p>Award marks according to the last result sheet received by the school as at the date of evaluation.</p>

## Student Achievement 1.2 Secondary Section

Name of the school.....

Award marks according to the student percentage that reached the relevant level

Percentage of Students 90% and above	- Excellent	(06 Marks)
Percentage of Students 75% -89%	- Very good	(05 Marks)
Percentage of Students 60% -74%	- Good	(04 Marks)
Percentage of Students 45% -59%	- Satisfactory	(03 Marks)
Percentage of Students 25% -44%	- Development Required	(02 Marks)
Percentage of Students Below 25%	- Immediate development required	(01 Mark)

### 1.2.1 National level examination results - Table 1.2.1

	Indicators	Percentage	Marks
1.2.1.1	Qualified for the Advanced Level Examination from the Ordinary Level Examination.		
1.2.1.2	Qualified for the university entrance from the Advanced Level Examination (Arts Stream)		
1.2.1.3	Qualified for the university entrance from the Advanced Level Examination (Commerce Stream)		
1.2.1.4	Qualified for the university entrance from the Advanced Level Examination (Science Stream)		
1.2.1.5	Qualified for the university entrance from the Advanced Level Examination (Mathematics Stream)		
1.2.1.6	Qualified for the university entrance from the Advanced Level Examination (Technological Stream)		

### 1.2.2 Progress of term test marks

(Prepare the table accordingly if the subjects exceed those listed below)

Percentage of students who obtained above 40 marks for each of the following subjects (Grades 6-11) - Table 1.2. 2.1

	Subject	Percentage of students who obtained above 40 marks						Average Percentage	Mid Percentage	Marks
		6	7	8	9	10	11			
1.2.2.1	Sinhala/Tamil (First Language)									
1.2.2.2	Mathematics									
1.2.2.3	Science									
1.2.2.4	English									
1.2.2.5	History									
1.2.2.6	Religion									
1.2.2.7	Other Subjects of grade 6-9							Average Percentage	Mid Percentage	
	Geography									
	Life Competencies and Citizenship Education									



	Subject	Percentage of students who obtained above 40 marks						Average percentage	Mid Percentage	Marks
		6	7	8	9	10	11			
	Second Language (Sinhala/ Tamil)									
	Health and Physical Education									
	Practical and technical skills									
1.2.2.8	Aesthetic Subjects									
	Arts									
	Dancing									
	Music									
	Drama and Theatre									
	Sinhala/ English Literature									
1.2.2.9	Optional Subjects (Category 1)									
1.2.2.10	Optional Subjects (Category 11)									

Percentage of students who obtained above 40 marks for each of the following subjects (Grade 12-13)

Table – 1.2.2.2

	Subject Stream	Percentage Grade 12	Percentage Grade 13	Average Percentage	Marks
1.2.2.11	Arts Stream				
1.2.2.12	Commerce Stream				
1.2.2.13	Science Stream				
1.2.2.14	Mathematics Stream				
1.2.2.15	Technology Stream				

### 1.2.3 Progress of the School Based Assessment

Percentage of classes that have completed assessments 90% and above - Excellent (06 Marks)

Percentage of classes that have completed assessments 75% -89% - Very good (05 Marks)

Percentage of classes that have completed assessments 60% -74% - Good (04 Marks)

Percentage of classes that have completed assessments 45% -59% - Satisfactory (03 Marks)

Percentage of classes that have completed assessments 25% -44% - Development Required (02 Marks)

Percentage of classes that have completed assessments Below 25% -Immediate development required (01 Mark)

Percentage of classes that have completed the required number of assessments for the term (Table 1.2.3)

		Total number of classes	Number of classes that have completed the school based assessments for the term	Percentage	Marks
1.2.3.1	Grade 6-9				
1.2.3.2	Grade 10-11				
1.2.3.3	Grade 12-13				

### 1.2.4. Analyzing the achievement level

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks - Excellent

03 marks - Satisfactory

05 marks – Very good

02 marks – Development required

04 marks – Good

01 mark – Immediate development required

Criteria	Indicators		Marks
Analyzing the achievement level according to the school based assessment programme and maintaining records.	1.2.4.1	<u>SBA for grade 6-9</u> Preparation of plan, implementing, maintaining records, analyzing the record of marks and implementing feedback programmes based on the findings.	
	1.2.4.2	<u>SBA for grade 10-11</u> Preparation of plan, implementing, maintaining records, analyzing the record of marks and implementing feedback programmes based on the findings.	
	1.2.4.3	<u>SBA for grade 12-13</u> Preparation of plan, implementing, maintaining records, analyzing the record of marks and implementing feedback programmes based on the findings.	
Analyzing the achievement level according to term test marks and maintaining records.	1.2.4.4	Term test marks of all the classes are entered in the Marks register and certified by the Principal.	
	1.2.4.5	Feedback programmes and projects are planned and implemented based on the findings of the analysis of term test marks of Grades 6-9.	
	1.2.4.6	Feedback programmes and projects have been planned and implemented based on the findings of the analysis of term test marks of Grades 10-11.	
	1.2.4.7	Feedback programmes and projects have been planned and implemented based on the findings of the analysis of term test marks of Grades 12-13.	

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

## Instructions for the evaluation field of Student Achievement in secondary section

<p>02. National level examination results</p> <p>Table 1.2.1</p>	<p>When awarding marks regarding this indicator, use the latest result sheet received by the school to the evaluation date.</p> <p>The number of students who passed the G.C.E. (Ordinary level) examination with 6 subjects and 3 credits including the first language and mathematics have to be taken into consideration when calculating the percentage of the students who qualified to do Advanced Level.</p>																		
<p>Progress of term tests</p> <p>Table 1.2.2.</p>	<p>Based on the marks of the nearest term test to the evaluation, the percentage of the students who obtained over 40 marks in each subject in each grade should be calculated. The percentage should be round off to the nearest whole number.</p> <p>Example</p> <p>Out of 100 students in all the parallel classes of Grade 6, who sat the subject of Religion, 70 students have obtained above 40 marks.</p> <p>The percentage of the students who obtained more than 40 marks in grade 6 is,</p> $\frac{70}{100} \times 100 = 70\%$ <p>As shown above, calculate the percentage of students that obtained above 40 marks in the core subjects from Grades 6-11, add the percentage and divide the result from the number of parallel classes. Then place the obtained average percentage value in the relevant box. Due marks for that percentage should be entered in the relevant box</p> <p>Example -</p> <p>The percentage of the students who obtained above 40 marks in Religion is mentioned below.</p> <table border="1" data-bbox="397 1327 1466 1414"> <thead> <tr> <th>Class</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>Average percentage</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>percentage</td> <td>70</td> <td>80</td> <td>90</td> <td>60</td> <td>75</td> <td>85</td> <td>77</td> <td>5</td> </tr> </tbody> </table> <p>Calculation of the average of the percentage of marks obtained in religion.</p> $\frac{70\%+80\%+90\%+60\%+75\%+ 85\%}{6}$ $= \frac{460}{6} = 76.6 \% = 77\%$ <p>Accordingly, 5 marks are given to the indicator</p> <p>Calculate the average values for the subjects from indicators 1.2.2.1-1.2.2.6.</p> <p><b>Awarding marks to aesthetic subjects, other subjects of grades 6-11 and optional subjects of grades 10-11.</b></p> <p>A subject category is considered as one indicator, The mid-percentage is to be calculated after the calculation of the average percentage. Marks are awarded according to the mid-percentage. The mid percentage related to a category is obtained when the total value of average percentage is divided by the number of subjects.</p>	Class	6	7	8	9	10	11	Average percentage	Marks	percentage	70	80	90	60	75	85	77	5
Class	6	7	8	9	10	11	Average percentage	Marks											
percentage	70	80	90	60	75	85	77	5											

	<p>Example</p> <p>The percentage of students who obtained over 40 marks in all parallel classes of Grades 10-11 at a school are given below. Accordingly, the average percentage and the mid-percentage have been calculated.</p> <table border="1" data-bbox="399 328 1464 560"> <thead> <tr> <th rowspan="2">Subject</th> <th>Grade 10</th> <th>Grade 11</th> <th rowspan="2">Average Percentage</th> <th rowspan="2">Mid Percentage</th> </tr> <tr> <th>% of students</th> <th>% of students</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>60%</td> <td>75%</td> <td>68%</td> <td rowspan="3"> <math display="block">\frac{68 + 48 + 73}{3}</math> <math display="block">= 63\%</math> </td> </tr> <tr> <td>B</td> <td>40%</td> <td>55%</td> <td>48%</td> </tr> <tr> <td>C</td> <td>80%</td> <td>65%</td> <td>73%</td> </tr> </tbody> </table> <p>Award marks to the indicators from 1.2.2.7- 1.2.2.10 calculating the mid percentage of the optional subjects and aesthetic subjects.</p>	Subject	Grade 10	Grade 11	Average Percentage	Mid Percentage	% of students	% of students	A	60%	75%	68%	$\frac{68 + 48 + 73}{3}$ $= 63\%$	B	40%	55%	48%	C	80%	65%	73%
Subject	Grade 10		Grade 11	Average Percentage			Mid Percentage														
	% of students	% of students																			
A	60%	75%	68%	$\frac{68 + 48 + 73}{3}$ $= 63\%$																	
B	40%	55%	48%																		
C	80%	65%	73%																		
<p>Table 1.2.2.2.</p>	<p><b>Awarding marks to grades 12-13</b></p> <p>Out of all the students who study in the relevant subject stream, calculate the percentage of the students who obtained more than 40 marks in each subject</p> <p>Example</p> <p>At a school, the total number of students who study in the Arts stream in Grade 12 is 200. Out of them 150 students obtained more than 40 marks for all these subjects. Accordingly the student percentage is;-</p> $= \frac{150 \times 100}{200}$ $= 75 \%$ <p>Calculate the percentage in the above manner for Grade 12 and 13 add them together and divide the total by two and then calculate the average value.</p>																				
<p>Progress of school based assessments</p> <p>Table 1.2.3</p>	<p>The number of classes which have completed the school based assessments in due time for each subject during the closest term to the date of the evaluation should be considered here. Accordingly, calculate the percentage of the classes which have completed the school based assessments entitled for each subject.</p> <p>Example</p> <p>The number of classes which have completed the SBA for all subjects in the second term 2014 is given in the table below.</p> <table border="1" data-bbox="431 1627 1432 1793"> <thead> <tr> <th>Grade</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Number of Parallel Classes</td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> <td>12</td> </tr> <tr> <td>Number of classes which have completed the SBAs for all the subjects</td> <td>1</td> <td>2</td> <td>2</td> <td>3</td> <td>8</td> </tr> </tbody> </table> <p>Percentage of the classes that completed all the school based assessments entitled for the second term.</p> $= \frac{08 \times 100}{12} = 66.7 \%$ <p>This calculates the percentage of classes that completed the assessments due for all the optional subjects of grade 6-9, 10-11 and 12-13.</p>	Grade	6	7	8	9	Total	Number of Parallel Classes	3	3	3	3	12	Number of classes which have completed the SBAs for all the subjects	1	2	2	3	8		
Grade	6	7	8	9	Total																
Number of Parallel Classes	3	3	3	3	12																
Number of classes which have completed the SBAs for all the subjects	1	2	2	3	8																

## 2. Learning, Teaching and Assessment



### Standards

Implements systematic and planned learning - teaching process, targeting on the personal and social development

Uses different teaching aids and activities for the quality development of the students

### Requirements

Implements a planned learning - teaching process effectively.

Creates an enjoyable and effective learning environment through modern methodology.

Helps students to achieve the set competencies

Implements child centered learning methods.

uses various kinds of evaluation methods in order to achieved the expected goals

### Criterion

Proper Planning of the lesson and engagement

High quality lesson development

Assessments

Exhibiting properly the individual responsibilities and personality

## Classroom Evaluation – Learning, Teaching and Assessment (From Grade 1-13)

Name of the school.....

Use this evaluation form to evaluate 04 teachers

1. Name of the teacher .....Subject.....Grade.....period.....
2. Name of the teacher .....Subject.....Grade.....period.....
3. Name of the teacher .....Subject.....Grade.....period.....
4. Name of the teacher .....Subject.....Grade.....period.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

- |                      |  |
|----------------------|--|
| 06 marks - Excellent | 03 marks - Satisfactory                  |
| 05 marks - Very good | 02 marks - Development required          |
| 04 marks - Good      | 01 mark - Immediate development required |

Criteria	Indicators		Marks			
			T.1	T.2	T.3	T. 4
2.1 Planning and approach to the lesson	2.1.1	Subject policy, term, week and daily notes have been prepared and approved				
	2.1.2	The lesson objectives and the competencies have been clearly indicated in the plan				
	2.1.3	Accuracy and adequacy of the subject content				
	2.1.4	Inclusion of various strategies and teaching methods paying attention to learning styles and individual differences of students				
	2.1.5	Paying attention to suitable teaching aids and enjoyable learning opportunities				
	2.1.6	Presence of a pleasant learning environment and displaying of teaching-learning resources in the classroom				
	2.1.7	Paying attention to learning opportunities that help students to gain real life experiences				
	2.1.8	Preparation of a teaching-learning process based on activities				
	2.1.9	Starting the lesson in an attractive manner				
2.2 High quality lesson development	2.2.1	Delivering the lesson step by step according to the plan				
	2.2.2	Maximum use of assessments/ activities resources and teaching aids and effectively in addition to the text book				
	2.2.3	Encouraging the students to ask questions and directing them to act logically				
	2.2.4	Using examples, targeted questions and assignments that suit the different levels of knowledge/ abilities of the students				

High quality lesson development	2.2.5	Developing the lesson taking account of the learners' responses, following a student active teaching pattern and time management				
	2.2.6	Guiding the students to learn as a group with effective interrelations of student-student and teacher-student				
	2.2.7	Guiding the students to do activities, to develop their creativity and other skills				
	2.2.8	Guiding the students for self-directed learning and providing necessary assistance				
	2.2.9	Arranging the lesson to give students real life experiences				
2.3 Assessment	2.3.1	Providing opportunities to students present their findings, appreciates and correcting them				
	2.3.2	Giving a summary at the end of the lesson to consolidate learning				
	2.3.3	Using suitable assessment/evaluation tools and understanding the strengths and the development needs of students				
	2.3.4	Organizing feedback and feed forward activities				
2.4 Exhibiting properly the individual responsibilities and personality	2.4.1	Keeping proper inter-personal relationship with students as well as other staff and making a proper contributing to other activities at the school				
	2.4.2	Taking of personal leave is minimal and has provided assignments/ activities for use during the absence.				
	2.4.3	Arriving at school and classroom on time and maintaining records in the class record books				
	2.4.4	Demonstrating a proper personality and self-reliance				
	2.4.5	Completing assessment/SBA properly, analyzing and implementing remedial programmes.				
	2.4.6	Working to achieve the targets of the syllabus during the relevant time period				
	2.4.7	Examining the accuracy of the exercises and giving students necessary advice				
	2.4.8	Participating in training programmes and keeping the professional knowledge up-to-date				
Total marks						

In awarding marks for the indicators relevant to the criterion regarding individual responsibilities and personality, it is possible to discuss with the principal and the management committee and to check the relevant documents.

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Number of indicators evaluated				
Total marks that can be obtained for the evaluated indicators				
Marks obtained				
Percentage of marks				

Name of the Evaluator ..... Signature.....

Date .....

### 3. Formal Curriculum Management

#### Standards

The Learning teaching process is made for all the students to achieve the objectives and competencies through the curriculum

#### Requirements

Implement curriculum systematically to achieve the national goals, common competencies and subject competencies

Implement learning - teaching process to achieve competencies of the students

utilizes learning media, aids and resources for the development of learning-teaching process

#### Criteria

Preparation of plans to implement the curriculum to achieve National goals and basic competencies

Implementation of the teaching-learning process in the primary section

Systematic implementation of the assessment process for acquiring learning competencies

Using physical resources productively to create a learning environment

Provision of maximum facilities to students who require special attention / support

Productive use of systematic distribution of text books , syllabi and teacher Instructional Manuals

Maintaining class record books properly

Implementation of projects related to the development of student competencies





## Formal Curriculum Management

Name of the school.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks - Excellent

03 marks - Satisfactory

05 marks – Very good

02 marks – Development required

04 marks – Good

01 mark – Immediate development required

Criteria	Indicators	Marks
3.1. Preparation of plans to implement the curriculum to achieve national educational goals and basic competencies	3.1.1 Displaying national educational goals and basic competencies in the school premises and the school community has been made aware of the national goals and basic competencies	
	3.1.2 Preparation and implementation of the annual curriculum plan ensuring the achievement of the national goals and basic competencies	
	Total Marks for the criterion	
3.2 Implementation of the teaching-learning process in the primary section.	3.2.1 Assigning the responsibility of one key stage to a particular teacher and monitoring the progress	
	3.2.2 providing maximum opportunities for planned activities, play area and class work related to the first, second and third stages, according to the circulars	
	3.2.3 Working to confirm the pre-language and basic mathematical concepts and implementation of Activity Based English & Tamil programmes	
	Total Marks for the criterion	
3.3 Systematic implementation of the assessment process for acquiring learning competencies	3.3.1 Implementation of the programme to identify the strengths /weaknesses of the students who enter Grades 1 and 3, and maintaining updated records, notes and documents pertaining to each student	
	3.3.2 Planning the teaching – learning process through the findings of the student identification programme	
	3.3.3 Implementation of projects / feedback activities on the basis of the findings from the analysis of assessment reports	
	3.3.4 Making teacher aware that provide the assessment information of essential competencies from one stage to another and implement a monitoring programme in this regard	
	Total Marks for the criterion	
3.4 Using Physical resources productively to create a positive learning environment	3.4.1 Maintenance of space for wall paper and creation boards and keeping them up dated	
	3.4.2 Protection and the safety of the equipment and the facilities of the classrooms and keeping these up-to-date	
	3.4.3 Planning of specific places in the class room for various activities using these and ensuring easy access to them for activities (work table, book corner, class library)	
	Total Marks for the criterion	

3.5 Provision of maximum facilities to students who require special attention / support	3.5.1 Identification of the children with special educational needs or require special attention, and the preparation and implementation of teaching-learning activities for them	
	3.5.2 If an inclusive educational programme is implemented, adjusting the teaching-learning process to suit them as well and maintain progress report	
	3.5.3 If there is a special education unit, maintaining it with necessary facilities, access ways and provides an attractive learning environment	
	Total Marks for the criterion	
3.6 Productive use of systematic distribution of textbooks, syllabi and teacher instructional manuals	3.6.1 Responsibility regarding textbooks, syllabi, and teacher instructional manuals is entrusted to a particular teacher and Identification of the requirement and take necessary steps to fulfill them.	
	3.6.2 Textbooks, syllabi, and teacher instructional manuals are recorded, stored properly, all are appropriately distributed and actions are taken for taking back.	
	Total Marks for the criterion	
3.7 Maintaining class record books	3.7.1 Basic information in the class record books are completed accurately and record books are kept up-to-date	
	3.7.2 The lessons taught are recorded immediately after the lesson and monitored regularly	
	3.7.3 Summary reports are prepared daily, weekly and termly and feedback is given on the basis of an analysis of these records	
	3.7.4 Implementation of suitable programmes to cover the duties of absent teacher	
	Total Marks for the criterion	
3.8 Implementation of Projects related to the development of student competencies	3.8.1 Planning and implementation of projects for developing student competencies and maintaining proper record	
	3.8.2 Organizing projects involving all the students from grade 6 to 11, guiding them and monitoring	
	3.8.3 Getting the GCE Advanced level students involved in doing various projects and the monitoring is done by teachers	
	3.8.4 Implementation of different programmes based on the current requirements ( English as a life skill programme , General ICT...)	
	Total Marks for the criterion	

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

## 4. Co - curricular Activities

### Standards

implementing co-curricular activities to promote the development of a balanced personality, potentialities, mutual co-operation values and creative skills.

### Requirements

Implements well planned co - curricular activities.

Develops creativity skills and students' potentialities through various programmes.

Develops ethics and moral values through co- curricular activities

### Criteria

Implementation of a proper co - curricular plan

Productive implementation of co - curricular activities in the primary section

Provision of opportunities for physical development of students

Development of students potentialities, creativity and personality

Taking steps to inculcate ethics and values



### Co – curricular Activities

Name of the school.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks - Excellent

03 marks - Satisfactory

05 marks – Very good

02 marks – Development required

04 marks – Good

01 mark - Immediate development required

Criteria	Indicators	Marks
4.1 Implementation of a proper co-curricular plan	4.1.1 Preparation and implementation of an annual plan and a calendar for Co - curricular activities including development of different skills, interests and cultural awareness	
	4.1.2 Assigning of responsibilities to all the teachers and making arrangements to implement extra educational programmes for students who engage in co-curricular activities	
	Total Marks for the criterion	
4.2 Productive implementation of co – curricular activities in the primary section	4.2.1 Preparation of a plan for co - curricular activities in the primary section considering individual needs of students / age groups	
	4.2.2 Implementation and monitoring of co – curricular activities related to the primary section	
	4.2.3 Implementation of physical fitness programmes relevant to each key stage and getting students engage in this	
	4.2.4 Implementation of optional programmes for the third key stage	
	Total Marks for the criterion	
4.3 Provision of opportunities for physical development of students	4.3.1 Utilizing a transparent selection methodology to select students for each activity and providing opportunities for students to engage in different sports depending on their abilities and preferences.	
	4.3.2 Examining the physical fitness of students before allowing them to take part in sports competitions and enabling students to take part in competitions after being properly trained	
	Total Marks for the criterion	
4.4 Development of students’ potentialities, creativity and personality	4.4.1 Competitions, aesthetic programmes, debates and language workshops are conducted	
	4.4.2 Implementing different clubs and societies and guiding students to involve in creative opportunities (wall papers, magazines, newspapers, new innovations, social service programmes)	
	4.4.3 Implementing programmes like Scouting, Saukyadana Movements, First-aid, Red Cross, St. John Ambulance Service, Environmental Cadets Corps.....	
	4.4.4 Maintaining updated records of different programmes and the records of special victories / achievements (records, newspaper articles, notes/ photographs / video )	
	Total Marks for the criterion	

4.5 Taking steps to inculcate ethics and values	4.5.1 Implementation of programmes to develop students' code of ethics, religious , values, culture and wellbeing	
	4.5.2 Implementation of different programmes to promote national integrity and implementation of programmes to develop leadership and positive attitudes	
	Total Marks for the criterion	
Total marks		

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

## 5. Student Welfare



### Standards

Strengthen students' mental and physical development

### Requirements

Maintains effective and efficient guidance and counselling

Fulfills the basic needs of the students through welfare to reach the standard

Takes steps to develop students' health and nutrition

Ensures students' safety and protection

### Criteria

Availability of systematic counseling process

Attendance of students

Implementation of a systematic guidance (including career guidance) and counseling process

Providing necessary assistance to students with socio - economical problems

Identification of students' health and nutritional levels

Ensuring students' sanitation

Ensuring child protection

Proper maintenance of the canteen

Systematic implementation of disaster management

## Student Welfare

Name of the school.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks – Excellent

03 marks – Satisfactory

05 marks - Very good

02 marks – Development required

04 marks – Good

01 mark – Immediate development required

Criteria	Indicators	Marks
5.1 Availability of systematic counseling process	5.1.1 Assigning responsibilities for guidance and counselling, and implementing programmes and making the school community aware of such programmes	
	5.1.2 Availability of a clear methodology to identify students' problems and allocation of a suitable place and time to discuss concerns/issues	
	5.1.3 Appropriate actions are taken to resolve the problems of the students established by the counsellor and detailed confidential records are kept	
	Total Marks for the criterion	
5.2 Attendance of students	5.2.1 Identifying the reasons behind the late attendance of students, availability of an awareness programme for the parents of regular late-comers and adoption of different strategies to prevent late attendance	
	5.2.2 Awareness of the school on the transport modes used by the students and intervention of the school in issues related to the arrival and departure of students (if reported)	
	Total Marks for the criterion	
5.3 Implementation of a systematic guidance and counselling process	5.3.1 A collection of information about vocational training courses and centres is maintained and the assistance of resource persons is sought whenever it is necessary to support and advise students	
	5.3.2 The interests and skills of secondary students are identified and steps are taken to inform and guide school leavers and parents to select relevant vocational training courses and centres	
	Total Marks for the criterion	
5.4 Providing necessary assistance to students with socio-economic problems	5.4.1 Students with socio - economic problems are readily identified at the classroom level and appropriate programmes / projects are planned to provide assistance for such students	
	5.4.2 Identifying and getting the support of donors to provide assistance for such students and availability of a transparent, systematic methodology to distribute donations while maintaining confidentiality of the process	
	Total Marks for the criterion	
5.5 Identification of students' health and nutritional levels	5.5.1 Implementation of school health promotion programmes and making students aware of good personal hygiene and good health habits (medical clinics, first -aid programmes.....)	
	5.5.2 Implementation of different nutritional programmes	
	5.5.3 Making students aware of the dangers in usage of drugs and tobacco and organizing programmes on prevention of abuse of drug and tobacco.	
	Total Marks for the criterion	

5.6 Ensuring students' sanitation	5.6.1 Availability of adequate fresh water and toilet facilities for students and staff, and implementation of a systematic procedure for daily cleaning of toilets	
	5.6.2 Maintaining a systematic procedure for garbage disposal and recycling	
	5.6.3 Taking steps to prevent epidemics, breeding of flies and mosquitoes and making students aware of these matters	
	Total Marks for the criterion	
5.7 Ensuring child protection	5.7.1 Availability of a programme according to the circular to ensure child protection, and assigning responsibilities to a teacher to co-ordinate this	
	5.7.2 Making the school community aware of instances of child abuse and empowering students to take self-protective steps against this	
	5.7.3 Systematic maintenance of confidential records relating to child protection and getting assistance of relevant professionals/institutions whenever necessary	
	Total Marks for the criterion	
5.8 Proper maintenance of the canteen	5.8.1 Running the school canteen according to the circular and making the community aware of it	
	5.8.2 Maintaining cleanliness and neatness in storing food and utensils and maintaining a proper monitoring system	
	Total Marks for the criterion	
5.9 Systematic implementation of disaster management	5.9.1 Establishment of Disaster Management Committees and active implementation of these and identification of possible disasters and the institutions which can assist in a disaster	
	5.9.2 Identifying strategies to minimize disasters and making the school community aware of these and availability of a signal system to inform others of a disaster and conducting rehearsals on behaving in the event of a disaster	
	Total Marks for the criterion	
Total marks		

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....



## 6. Leadership and Management



## Standards

Exhibits an efficient, productive and transparent process and effective leadership

## Requirements

Implements school activities according to the vision and the mission of the school which are prepared in line with the accepted education indicators.

Practices an accountable educational leadership and a participatory management style which are in accordance with the professional code of ethics.

Financial management is done effectively and transparently

Maintains a productive management information system.

Uses formal methods and concepts in office management

Manages human resources productively and effectively

Ensures the high quality of the school by continuous evaluation, planning and monitoring process.

## Criteria

Implementation of vision and mission

Preparation of the five year and annual implementation plan

Providing effective leadership

Implementation of productive school development programmes

Productive implementation of the time table

The starting and the ending of the school day is conducted methodically

Proper management of financial administration in the school

Quality development of school through accurate internal and external evaluation

Effective maintenance of students' registers

Effective maintenance of staff attendance registers and leave records

Fulfillment of human resources and its systematic monitoring

Making arrangements for the professional development of staff

Maintain a productive System of education management

Maintain a high standard of discipline in the school (Academic and non - academic)

Performance of academic and non - academic staff

Systematic maintenance of files and documents

## Leadership and Management

Name of the school.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks – Excellent

03 marks – Satisfactory

05 marks - Very good

02 marks – Development required

04 marks – Good

01 mark – Immediate development required

Criteria	Indicators	Marks
6.1 Implementation of vision and mission in the school	6.1.1 The school’s vision and mission are clearly prepared according to the educational aims and displayed	
	6.1.2 Making the entire school community aware of the vision and mission and making arrangement to get participation of them to act accordingly	
	Total Marks for the criterion	
6.2 Preparation of the five year and annual implementation plan	6.2.1 The plan has identified targets and the correct strategies which take account of the analysis of the assessments and suggestions of the community and plan accordingly.	
	6.2.2 Special attention is given to identify programmes and projects in order to develop the teaching-learning process	
	6.2.3 The plan is prepared according to the partial development approach, including estimates relevant to the programmes and projects and the rolling plan	
	6.2.4 Preparing the implementation plan and school calendar on the priority of five year plan, responsibilities are precisely allocated and action is taken for getting approval.	
	6.2.5 Implementing targeted programmes according to the annual plan and amending programmes with proper monitoring.	
	Total Marks for the criterion	
6.3 Providing effective leadership	6.3.1 Everyone in the school community possesses and accepts a good vision of the leadership	
	6.3.2 School leaders promote, implement and practice a participatory management pattern to bring the school to a high standard with responsibility and dedication of all	
	Total Marks for the criterion	
6.4 Implementing School productive development programmes	6.4.1 The school community is made aware of the school development programmes and getting support for implementing them (school improvement)	
	6.4.2 School development committees are established and implemented (School Development Committee, procurement Committee)	
	6.4.3 Programmes are implemented productively and Progress reports are maintained systematically and feedback programmes are implemented effectively	
	Total Marks for the criterion	
6.5 Productive implementation of the time table	6.5.1 The time table is prepared to get the maximum use of the teachers and other resources and the time table is duly approved and displayed	
	6.5.2 The implementation of the regular and relief time tables are properly monitored	
	Total Marks for the criterion	

6.6 The starting and the ending of the school day is conducted methodically	6.6.1 A systematic programme is maintained for starting and ending of the school day (religious activities and other programmes...)	
	6.6.2 The morning health programme is implemented consistently and teachers and students participate	
	Total Marks for the criterion	
6.7 Proper Management of financial administration in the school	6.7.1 Responsibilities entrusted to the school to implement accounts according to the relevant circulars are carried out properly and an effective monitoring system is applied (The accounts; School Development Society, Teacher Salaries and other financial accounts of the school)	
	6.7.2 Updated files relevant to the accounts are maintained systematically.	
	6.7.3 Close attention is given to the annual programme of spending and allocating money effectively	
	6.7.4 Monitoring activities are systematically carried out for all funds, with transparency	
	Total Marks for the criterion	
6.8 Quality development of school through accurate internal and external evaluation	6.8.1 A systematic plan for internal evaluation is prepared, assigning duties according to aspects to be assessed, and implemented	
	6.8.2 Internal self-assessment and external evaluation data are analyzed to identify the school's strengths and weaknesses and feedback is provided to all stakeholders	
	6.8.3 Identified needs arising from school self-evaluation form the development agenda in the annual improvement programme .	
	6.8.4 Standard arrangements are followed for internal and external evaluation, records are maintained and agreed development points are implemented to bring about improvement	
	Total Marks for the criterion	
6.9 Effective maintenance of students' registers	6.9.1 The school admission register is maintained properly, kept up-to-date and daily attendance registers are marked accurately and clearly and maintained well	
	6.9.2 Summaries are maintained on the basis of daily/weekly/monthly/ yearly attendance in the daily attendance registers and attendance summaries are analyzed to identify problems and appropriate remedial measures are applied	
	Total Marks for the criterion	
6.10 Effective maintenance of staff attendance registers and leave records	6.10.1 Academic and non-academic attendance registers are closed in due time and are monitored properly and keep records of absentees	
	6.10.2 Leave is obtained with prior approval, arrangements are in place for covering the duties of an absent staff member and unpaid leave is recorded	
	6.10.3 Staff attendance problems are identified through analyzing summaries, applying remedial measures and using outcomes to award any salary increments due	
	6.10.4 Records of late attendance/daily attendance/short leave are maintained and kept up-to-date	
	Total Marks for the criterion	
6.11 Fulfillment of human resources and its systematic monitoring	6.11.1 Requirements of the school for academic and non academic staff, taking account of deficiencies and excesses according to the circular are recorded and the relevant authorities are informed	
	6.11.2 The expected duties of academic and non-academic staff are set out in writing and a methodology is implemented consistently for supervising the duties	
	Total Marks for the criterion	

6.12 Make Arrangements for the professional development of staff	6.12.1 A programme for the professional development of all academic and non - academic staff is in place and a pool of professional resource persons to lead school based teacher development.	
	6.12.2 Professional development programmes, Quality Circles/School Based Teacher Development programmes and professional development programmes for non - academic staff are implemented effectively with the participation of all	
	6.12.3 Opportunities are provided to all teachers to participate in various vocational and professional development programmes conducted by educational and other institutions and there is a process in place for sharing and exchanging experiences to the other groups of staff	
	Total Marks for the criterion	
6.13 Maintain a productive System of education management	6.13.1 A record of students, staff and physical resources are maintained	
	6.13.2 A record of information is held relating to students achievement (Examinations / projects / Assessments / marks records)	
	6.13.3 The school has an effective and consistent method of getting details in an easy way, distributing and updating and displaying the information and using this for taking decisions	
	Total Marks for the criterion	
6.14 Maintain a high standard of discipline in the school (Academic and non - academic)	6.14.1 Implementing disciplinary boards/Committees, holding meetings , Keeping records and having a proper method to solve identified disciplinary problems and potential disciplinary problems	
	6.14.2 Having a school disciplinary code for students, academic and non academic staff and making the school community aware of it and updating the disciplinary code based on needs	
	Total Marks for the criterion	
6.15 Performance of academic and non - academic staff	6.15.1 Performance assessments are conducted for both academic and non-academic staff and data is entered into the records held in personal files	
	6.15.2 Performance problems and strengths of staff are identified and necessary evaluation steps are taken to identify performance problems and strengths of staff with special skills and to provide necessary support for improvement	
	Total Marks for the criterion	
6.16 Systematic maintenance of files and documents	6.16.1 All files are maintained according to office regulations and documents and information are kept systematically which can be easily accessed	
	6.16.2 Necessary old files and documents are retained carefully for future reference and remove unnecessary files methodically	
	6.16.3 The school has a systematic process for noting receipt of daily mail and keeping notes for any relevant actions required to be taken in response to received letters	
	Total Marks for the criterion	
Total marks		

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

Specific advices related to this component of evaluation

Indicator	Advice
Planning	Prepare the 5 year plan, covering all the sections and forwarding the plan updating annually
Financial Activities	<p>School Development Account - Maintain this account taking note of the relevant documents related to the circular No 07/2013 issued by the Ministry of Education.</p> <p>Facilities and Services Fees Account – Ensure maintenance of the documents relating to duplicates, receipts, Financial book, approved year estimate, Four month account reports, vouchers and common documents.</p> <p>Award marks after examining the above documents.</p>
Maintenance of Documents	<p>Keep all the documents systematically according to the Office Procedures (Using minute sheets, Numbering Documents, Fixing correctly etc.)</p> <p>Use strategies like various colours and specially created marks</p> <p>Use the relevant regulations, and approval to remove unnecessary documents</p>

## 7. Physical Resource Management



### Standards

Utilizes physical resources productively and efficiently in improving the learning - teaching process

### Requirements

Uses physical resources productively to meet the different requirements in teaching- learning process

Takes steps to update maintenance and development of physical resources.

### Criteria

Maintenance of school premises and map

Proper use of buildings and infrastructure

Effective use and maintenance of furniture and learning aids

Maintenance of inventories

Effective use of laboratory facilities

Productive use and development of library

Productive use and maintenance of computer facilities

Use and maintenance of resources for practical subjects and special units

## Physical Resource Management

Name of the school.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks – Excellent

03 marks – Satisfactory

05 marks - Very good

02 marks – Development required

04 marks – Good

01 mark – Immediate development required

Criteria	Indicators	Marks
7.1 Maintenance of school premises and map	7.1.1 Updated school map is displayed and all the buildings and other aspects of premises are clearly named	
	7.1.2 A programme is in place and is consistently implemented to keep the school premises clean and to preserve it and effective agricultural crops and flowers are maintained within the school’s boundaries	
	7.1.3 Creative learning opportunities are provided for within the school campus	
	Total Marks for the criterion	
7.2 Proper use of buildings and infrastructure	7.2.1 Different sections of the school are reserved for different purposes and the maximum use is made of all available resources and well maintained	
	7.2.2 Classrooms are maintained in an attractive and clean manner and a stimulating learning environment is created	
	7.2.3 Electricity and water are used very carefully and use is monitored	
	7.2.4 Maintenance of physical environment in office	
Total Marks for the criterion		
7.3 Effective use and maintenance of furniture and learning aids	7.3.1 There is a proper storage of broken furniture and equipment available and facilities for repairing damaged furniture and the proper disposal of broken furniture	
	7.3.2 There are good procedures for maintaining and repairing all available learning aids and equipment in primary and secondary sections	
	Total Marks for the criterion	
7.4 Maintenance of Inventories	7.4.1 Updating and maintaining main inventory and relevant sub - inventories properly (equipment are included in proper inventories and stock books are well balanced)	
	7.4.2 The zonal education office is made aware of board of surveys in correct time and action is taken to implement recommendations	
	Total Marks for the criterion	
7.5 Effective use of laboratory facilities	7.5.1 Laboratories are maintained in a clean and attractive manner and productive use is made of these	
	7.5.2 All chemicals and equipment are properly labeled, kept securely and safely and used effectively	
	7.5.3 A systematic timetable is in place for the use of laboratories covering all the grades, including use for preparatory work	
	Total Marks for the criterion	



7.6 Productive use and development of library	7.6.1 Books, daily newspapers and magazines and other reading material are obtained and documented according to agreed classification and all are kept in an orderly manner	
	7.6.2 There is a systematic timetable for the use of the library and a record is held of its use	
	7.6.3 The school library has been well developed as a learning resource centre and use of best practices is promoted (class libraries, reading corners, birthday present books, “sacks of books”)	
	7.6.4 There is a systematic way of lending books, acknowledging receipt of returned books, and of maximizing use of library resources and preserving them	
	Total Marks for the criterion	
7.7 Productive use and maintenance of computer facilities	7.7.1 The computer unit is maintained as a clean and tidy place while creating a stimulating learning environment and maintaining and updating hardware and software properly	
	7.7.2 All computers are marked with a proper numbering to support system and a series of guidelines and visual aids to support their use are on display	
	7.7.3 All relevant documents held in the information and communication centre are used in computer units accord with the centre’s handbook (log entry book, lists of goods, stable assets, consumables, documents and record books etc.)	
	7.7.4 The learning-teaching process is facilitated with good quality internet access and different software resources	
	Total Marks for the criterion	
7.8 Use and Maintenance of resources for practical subjects and special units	7.8.1 Mathematics lab, Language lab, Home science unit, Agriculture unit, Aesthetic unit, ‘Mahindodaya’ Technical laboratory, and all other special units have learning environment and responsibility for each unit are assigned to relevant teachers.	
	7.8.2 All the above units are kept clean and safety and actions have been taken to develop them.	
	7.8.3 Time tables are prepared to ensure maximum use of resource spaces and relevant information is displayed	
	7.8.4 Maximum use and maintenance of other physical resources. ( playground and school sports equipment,.....)	
	Total Marks for the criterion	
Total marks		

Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

## 8. School and Community

### Standards

Educational and social development is achieved by maintaining inter - relationships with the community.

### Requirements

Community assistance is obtained in a planned manner to fulfill the objectives of the school successfully

Assisting the school community by implementing different social services.

Working to supply services being sensitive to community needs.

### Criteria

Getting the participation of parents for educational development

Getting the support from the community for different activities in the school.

Productive activation of School Development Society

Effective communication of day- to-day information about the school.

Providing assistance for community development activities



### School and Community

Name of the school.....

Awarding marks: Award marks for each indicator according to the following rating scales using the descriptions given in the indicators.

06 marks – Excellent

03 marks – Satisfactory

05 marks - Very good

02 marks – Development required

04 marks – Good

01 mark – Immediate development required

Criteria	Indicators	Marks
8.1 Getting the participation of parents for educational development	8.1.1 Class circles are established in all classes, meetings are held at least once a term and decisions taken at class circles are implemented and records are maintained	
	8.1.2 Parents are made aware of the curriculum, new trends, projects, evaluation and circulars in class circles	
	8.1.3 Parents are made aware of each student’s progress, obtaining their ideas and they are encouraged to be involved in feedback and feed forward about their child	
	Total Marks for the criterion	
8.2 Getting the support from the community for different activities in the school.	8.2.1 Identifying and making preparations of special occasions where community support is required and the school is successful in attracting sponsorship from the related community for school activities (School Quality Educational Development Programmes/ reconstruction/ beautifying the school environment/ providing security)	
	8.2.2 Maintain upto date records of past pupils, government institutions, resource persons and other institutions and the school are successful in attracting sponsorship from institutions and individuals	
	Total Marks for the criterion	
8.3 Productive activation of the School Development Society	8.3.1 School Development Society and committee meetings are held on time/ maximum participation of parents and committee members is achieved	
	8.3.2 Updated records of memberships of SDS and minutes of the School Development Society are maintained and good attention is paid to the preparation of relevant files	
	8.3.3 Decisions taken for the development of the school at the School Development Society are implemented and progress made is reported at future meetings	
	Total Marks for the criterion	
8.4 Effective communication of day-to-day information about the school.	8.4.1 The school makes effective use of different communication modes (notice boards/ internal notice books/ teacher – parent record books)	
	8.4.2 The school takes effective steps to make the community aware of the special programmes implemented in the school and a good methods are implemented to gather ideas from the community (suggestion boxes, questionnaires)	
	8.4.3 There is an effective system for meeting the principal / teachers, and records of community needs and details of feasible solutions are accessible	
	Total Marks for the criterion	

8.5 Providing assistance for community development activities	8.5.1 The school takes good steps to identify and make the community aware of the resources which can be given to the community by the school and the school holds different community activities (Clinics / Shramadana Campaigns)	
	8.5.2 The school takes good steps to identify and provide assistance when necessary for any problem faced by the community and the school keeps good records of the assistance provided to the community (notes/ photographs/ other evidence )	
	Total Marks for the criterion	
Total marks		

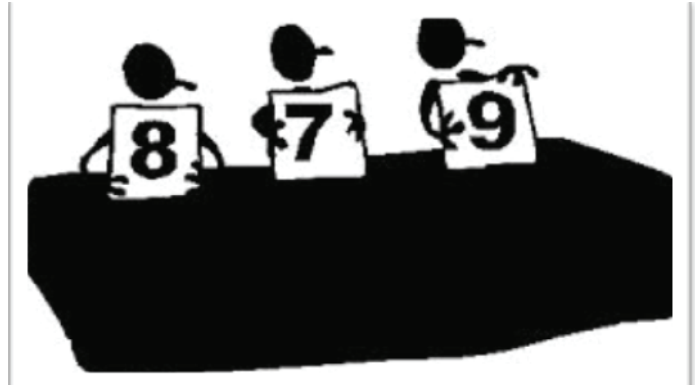
Number of indicators evaluated	Maximum marks that can be obtained according to the evaluated indicators	Total marks obtained	Percentage

Name of the evaluator ..... Signature.....

Date .....

### 3. Awarding Marks

There are indicators and criteria introduced for all evaluation fields. When awarding marks under each indicator, the status or level in which the relevant indicator acts is considered and the marks should be awarded under the given range.



- 06 marks - Excellent
- 05 marks – Very good
- 04 marks – Good
- 03 marks – Satisfactory
- 02 marks – Should be developed
- 01 mark – Should be developed immediately

The marks should be decided after considering the fulfillment of the relevant criteria.

#### 3.1 Calculating the percentage relevant to each evaluation field.

■ The percentage relevant to evaluation field =

$$\frac{\text{Marks obtained}}{\text{The maximum marks that can be obtained relevant to evaluated indicators}} \times 100$$

Example:

Calculating marks on Leadership and management. A school has obtained 120 marks for 45 criteria .

The percentage of the school=

$$\frac{\text{The percentage of marks relevant to Leadership and management}}{\text{The maximum marks that can be obtained relevant to evaluated indicators}} = \frac{120}{270 (45 \times 6)} \times 100$$

$$= 44\%$$

The calculation done in the above manner should be brought to a round figure.

### 3.2 Awarding marks for Learning, Teaching and Assessment

#### 3.2.1 Calculating the percentage of the marks obtained by each teacher

$$\text{The percentage of marks obtained by teacher} = \frac{\text{The total marks obtained by the teacher}}{\text{The maximum marks that can be obtained according to the evaluated indicators}} \times 100$$

Example:

Let's imagine that teacher "A" was evaluated under 30 indicators and obtained 122 marks.

$$\text{The percentage of marks obtained by teacher "A"} = \frac{122}{(30 \times 6)} \times 100 = 67.7\%$$

#### 3.2.2 Calculating the percentage of marks obtained by all teachers under the Learning, Teaching and Assessment

$$\text{Percentage marks obtained by school on Learning, Teaching and Assessment} = \frac{\text{the total of percentage of the marks obtained by all teachers}}{\text{the total number of teachers evaluated}}$$

Example:

when 6 teachers are evaluated the marks should be calculated in the following manner.

Number of the teachers	The percentage of marks obtained by teacher
1	63%
2	54%
3	59%
4	46%
5	60%
6	67%
Total	349

The percentage obtained by the school in teaching-learning process and assessment

$$= \frac{349}{6} = 58\%$$

### 3.2.3 Calculating the School Education Quality Index (SEQI)

Calculate the school education quality index of the school after awarding marks to evaluation fields as follows

$$\text{School education quality index} = \frac{\text{the total percentage of marks obtained in all evaluation fields}}{\text{The number of evaluation fields.}}$$

### 3.2.4 Total Evaluation

Award marks for each area of evaluation by doing an Internal Evaluation. After preparing the School Education Quality Index, do a total assessment of the school according to the following scale.

Percentage of Students 80% and above	-Excellent
Percentage of Students 77% -79%	- Very good
Percentage of Students 60% -69%	- Good
Percentage of Students 50% -59%	- Satisfactory
Percentage of Students 40% -49%	-Development Required
Percentage of Students Below40%	- Immediate development required

Calculation of School Education Quality Index according to marks obtained under each evaluation field

		Total number of indicators	Maximum marks obtained for all indicators	Number of indicators which have been evaluated	Maximum marks that can be obtained	marks obtained	Percentage	Total evaluation
1	Students' achievement	35	210 (35x6)	32	192	118	61%	Good
2	Learning, teaching and assessment	30					58%	Satisfactory
3	Formal curriculum management	25	150 (25x6)	23	138	102	74%	Very Good
4	Co-curricular activities	14	84 (14x6)	14	84	65	77%	Very Good
5	Student welfare	22	132 (22x6)	20	120	80	67%	Good
6	Leadership and management	45	270 (45x6)	45	270	170	63%	Good
7	Physical resource management	26	156 (26x6)	25	150	60	40%	Development required
8	School and community	13	78 (13x6)	12	72	45	62%	Good
	Total	210	1080	171	1026	640		
	School Quality Index						63%	Good

According to the above example, School Education Quality Index (SEQI) can be calculated as follows

$$\frac{61 + 58 + 74 + 77 + 67 + 63 + 40 + 62}{8} = 63\%$$

## **4. Questions on quality assurance**

After each internal evaluation, discuss questions related to quality education under each field with the school staff and prepare a summary, using table 4. Please note that awarding marks is not necessary for the above. In fact, it should be used only for the purpose of further development of the school. State if there are other issues to be discussed except the given questions

### **4.1 Qualitative status to be discussed on Student Achievement**

- 4.1.1 Were the performance levels of all the students including the students with special needs identified separately?
- 4.1.2 Are rapid remedial programmes held for the students with lower performance levels? were the expected results achieved through these programmes?
- 4.1.3 Is there a big gap among the performance levels of students? If such a gap exists, what are the actions that should be taken?
- 4.1.4 Is the assessment of student competencies implemented continuously and productively?
- 4.1.5 Are the school based assessments (SBA) used effectively to promote the student achievement levels?

### **4.2 Qualitative status to be discussed on Teaching, Learning and Assessment**

- 4.2.1 Are the short term/long term lesson plans being designed with appropriate methods/strategies and teaching/ learning resources, after considering challenge and quantifiable expectations of learners?
- 4.2.2 Has attention been paid to each child about his/her lesson interactions and various levels of development?
- 4.2.3 How far has the teacher's planned activities been effective in achieving expected results?
- 4.2.4 Have the various successful teaching methods been identified and shared among all teachers to strengthen the teaching-learning process? What can we do further in this regard?
- 4.2.5 Do teachers satisfactorily maintain accurate information and records (on students / on assessments) regarding each lesson?
- 4.2.6 Is there a development approach through comparative analysis of information received from assessments? Is it useful?
- 4.2.7 How effective is the feedback and remedial programmes given after the assessments for further development of the child?

### **4.3 Qualitative status to be discussed on Curriculum Management**

- 4.3.1 Has the school taken action to use creative and innovative teaching learning processes which bring out the full potentialities of students through curriculum implementation? How does the school do this?
- 4.3.2 Has the school provided adequate facilities to improve diverse skills of students? In this process, have the levels of the students been identified and are the text books, teacher guides, and other learning resources being used effectively?
- 4.3.3 Can it be assured that all students passing from the primary to secondary have gained required competencies for the secondary level?
- 4.3.4 Is adequate contribution being received from quality circles and by record books for the development of each subject?
- 4.3.5 Has it been possible to achieve curriculum goals through all planned teacher/pupil projects implemented in the school?



#### 4.4 Qualitative status to be discussed on Co – curricular Activities

- 4.4.1 Has a systematic plan been prepared concerning the potentials of students in each grade to ensure the maximum participation in co–curricular activities under the variety of fields? Is the plan being implemented productively in the school?
- 4.4.2 How does the school intervene in finding reasons, solving problems and overcoming obstacles related to the non-attendance of students in co–curricular activities?
- 4.4.3 What steps can be taken to ensure the development of intra- and inter-personal skills of the students? (Leadership, self- esteem, responsibility, acceptance of victory and defeat in the same spirit, neatness)
- 4.4.4 Are the experiences gained by students through co – curricular activities used well to support their interests in and understanding of subject matters?

#### 4.5 Qualitative status to be discussed on Student Welfare

- 4.5.1 Does the school pay sufficient attention to the security and protection of students?
- 4.5.2 Does the school ensure the nutrition, activeness, privacy dignity and responsibility of each student?
- 4.5.3 Has the steps been taken on long-term /irregular attendance of students? Is there an effective program to promote student attendance?
- 4.5.4 Is the attention on student counselling and guidance adequate? Are expected results being achieved through such planned activities?

#### 4.6 Qualitative status to be discussed on Leadership and Management

- 4.6.1 Are you satisfied about the reflection of the Vision and Mission of the school through the whole process of school management system and other activities of school?
- 4.6.2 Do all the sections of the school actively contribute towards the achievement of the goals?
- 4.6.3 Are school activities implemented by all staff sharing the responsibilities in a collective manner?
- 4.6.4 Has the school community been made aware about the progress obtained during the last year/few years according to the outcomes of the implemented plans for improvement?
- 4.6.5 How far are the funds and resources received by the school in various ways used in a transparent and productive manner in achieving school objectives?
- 4.6.6 Is the proposed programme implemented effectively in the school on the occasions of the absence of a teacher so as not to obstruct the learning-teaching process?
- 4.6.7 Are school-based teacher development programmes, internal evaluations, external evaluations, research and the information revealed through school improvement programmes, considered in preparing the future plans for the development of the school?

#### 4.7 Qualitative status to be discussed on Physical Resources Management

- 4.7.1 Are the school premises and other physical resources used in the maximum level?
- 4.7.2 Is there a positive culture related to the maintenance of physical resources at the school?
- 4.7.3 Have proper actions been taken to deal effectively with any excess and/or deficiency in physical resources at the school?
- 4.7.4 Have appropriate facilities been provided within the school premises for the students with special educational needs?

4.8 Qualitative status to be discussed on School and Community

4.8.1 Does the school understand the extent of contribution that the parents and the external community could make for school activities?

4.8.2 Does positive communication take place between the school and the community?

4.8.3 Does the school community provide sufficient contribution to the development of the school?

4.8.4 Is a satisfactory support being extended from the school to the community?

Table 4.1 Discussion on the qualitative status of the school

Matters discussed	Identified areas/ sections to be developed	Actions to be taken in the future (if any)

දුරකථන/தொலைபேசி இல / Telephone Nos.

අමාත්‍යතුමා } 2784832  
அமைச்சர் } 2784807  
Minister } 2785617

ලේකම් }  
செயலாளர் } 2784812  
Secretary }

කාර්යාලය } 2785141-50  
அலுவலகம் } Fax: 2784846  
Office }

විද්‍යාල/பெயில்/E-mail : isurupaya@moe.gov.lk

ඔබේ අංකය } .....  
உமது இல. } .....  
Your No. }



අධ්‍යාපන අමාත්‍යාංශය

கல்வி அமைச்சு  
Ministry of Education

"ඉසුරුපාය"  
வந்தரிலை.

"இசுரூபாயா"  
பத்தாமுல்ல.

"Isurupaya"  
Battaramulla.

මගේ අංකය } ED/01/44/01/1/In.C.  
எமது இல. } .....  
My No. }

දිනය } 2014. 12. 02  
திகதி } .....  
Date }

Circular Number- 31/2014

Provincial Chief Secretaries,  
Provincial Secretaries of Education,  
Provincial Directors of Education,  
Zonal Directors of Education,  
Divisional Directors of Education,  
All the Principals of Schools,

### Evaluation and Monitoring Programme for Assuring the Quality of School Education

The Ministry of Education has already introduced guidelines related to the internal and external evaluations to all schools in the country. In order to strengthen this evaluation process further, the Ministry has taken steps to amend the existing school evaluation programme.

Accordingly, my previous circular no. 2008/6 and dated 03.10.2008 on internal and external evaluations of schools is cancelled hereby and the regulations included in this circular will be effective hereafter.

The process of internal and external evaluations should be implemented using the standards, indicators and criteria introduced in the guide book '*Process of Evaluation for Assuring the Quality in school system*' provided with this circular.

The process of internal and external evaluations should be implemented in the following manner.

#### **1. School Level Functions**

- 1.1 It is a compulsory responsibility of the Principal to implement the process of internal evaluation in the school.
- 1.2 Committees related to the fields of evaluation introduced should be established. The school shall determine the number of members for each committee. A person-in-charge for each field should be appointed.
- 1.3 The members of the evaluation committee appointed for the field 'Teaching, Learning and Assessment' should consist of the members from the management committee and senior teachers.

- 1.4 An internal evaluation scheme should be prepared as per annexure 01 at the beginning of every year for all evaluation fields.
- 1.5 A file should be maintained for each evaluation field.
- 1.6 At least once a year, internal evaluations should be conducted offering marks to all fields and the School Education Quality Index (SEQI) should be calculated as per annexure 02, through above committees.
- 1.7 A meeting should be held at the end of each evaluation for the staff to review on the standard of quality maintained in each field of evaluation given in the evaluation guide.
- 1.8 The summary of marks prepared with the School Educational Quality Index (as per annexure 2) should be sent to the Coordinator, Management and Quality Assurance at the zonal education office with a copy to the Divisional Director of education before 30th October each year.
- 1.9 A record on School Education Quality Index (SEQI) for five years should be maintained at school.
- 1.10 Having implemented the evaluation procedure as directed above, five factors identifies and prioritized as per annexure 4 should be included in the next year action plan.
- 1.11 Documents on internal and external evaluations should be maintained systematically and the suggestions recommended thereby should be implemented at the earliest possible.

**2. Divisional and Zonal Level Functions**

- 2.1 Making all schools in the Division/Zone aware of the process related to internal evaluations.
- 2.2 Monitoring the implementation of evaluation process in all schools in the Division/Zone.
- 2.3 Implementing the external evaluations on a planned schedule and sending a report to schools for conducting feedback programmes. Moreover, examining action the schools have taken on the findings of internal evaluation programmes.
- 2.4 Implementing feedback activities through In-Service Advisors and Subject Directors, based on the facts revealed through external evaluation and evaluation reports sent by schools.
- 2.5 Preparing mark sheets of external evaluations conducted on the basis of Divisional and Zonal levels according to annexure 5 and sending them to the Management and Quality Assurance unit of the Ministry of Education with a copy to the Management and Quality Assurance coordinator of the province before the dates mentioned below.

School term	Date on which the reports should be sent
Concise report of the evaluated schools during the 1st term.	30th April
Concise report of the evaluated schools during the 2nd term.	31st August
Concise report of the evaluated schools during the 3rd term.	15th November

- 2.6 The officers of the Divisional/Zonal Education Office should participate in the external evaluations and in the monitoring programmes organized by the Provincial Department of Education and the Management and Quality Assurance Branch of the Ministry of Education.

### 3. Provincial Level Functions

- 3.1. Making all the schools, Divisions and the Zones in the Province aware of the evaluation process.
- 3.2. Monitoring the internal evaluations conducted by the schools and external evaluations conducted by the Divisions and the Zones of the Province.
- 3.3. Conducting external evaluation programmes, sending reports and conducting feedback programmes at provincial level.
- 3.4. Preparing a concise report according to annexure 5, related to external evaluations conducted at the Provincial level, should be sent to the Management and Quality Assurance unit of the Ministry of Education before the dates mentioned above.

The national level responsibility of the evaluation and monitoring programme for assuring the quality of school education is vested to the Management and Quality Assurance Unit of the Ministry of Education. Implementation of national level external evaluation and monitoring programmes, holding various programmes related to quality assurance in education and the preparation of annual reports shall be done by the Management and Quality Assurance Unit.

#### **Important**

All criteria and indicators included in the guide book of the evaluation process for the quality assurance of the school system should be evaluated. Any indicator or criteria could be left unevaluated only if that is not present in the school. Example – The criteria related to computer laboratory/computer unit can be ignored if this is not available at the school.



Anura Dissanayake  
Secretary,  
Ministry of Education

Copies - Auditor - General  
All the subject directors of Ministry of Education  
Accountant Internal Audit- Ministry of Education.

## Annexure 01

### Internal Evaluation Plan

Name of the school –

Zone -

Field	Time Frame									Responsibility	Monitoring
	Jan.	Feb	Mar	May	Jun	July	Sep	Oct.	Nov.		
Student Achievement											
Learning, Teaching and Assessment											
Formal Curriculum Management											
Co-curricular Activities											
Student Welfare											
Leadership and Management											
Physical resource Management											
School and Community											

## Annexure 02

Summary of the marks of internal evaluation and preparation of quality index in education

Name of the school –

Zone -

Year -

Field	Number of indicators assessed	Maximum marks that could be obtained	Marks obtained	Percentage	Whole evaluation
Student Achievement					
Learning, Teaching and Assessment					
Formal Curriculum Management					
Co-curricular Activities					
Student Welfare					
Leadership and Management					
Physical resource Management					
School and Community					

Number of teachers assessed -

Signature of the Principal -

Official Frank -

### Annexure 03

#### Annual report related to quality index in education

Name of the school –

Zone -

Field	Marks of internal evaluation				
	2015	2016	2017	2018	2019
Student Achievement					
Learning, Teaching and Assessment					
Formal Curriculum Management					
Co-curricular Activities					
Student Welfare					
Leadership and Management					
Physical resource Management					
School and Community					
School Educational Quality Index					

### Annexure 04

#### Findings about the school according to internal evaluations.

Make a concise report with the identification of the strengths, aspects for improvement and sections that should be developed at schools, considering the criteria, indicators and the quality standard related to each component after implementation of the internal evaluation.

Name of the school – .....

Year.....

#### KEY STRENGTHS OF THE SCHOOL

Main features identified as strengths of the school revealed according to internal evaluation. (Mention up to 05 Key Features)

- 01.
- 02.
- 03.
- 04.
- 05.

#### THE SCHOOL’S PRIORITY ASPECTS FOR IMPROVEMENT

Main features identified that should be developed in the following year according to the identifications from internal evaluations. (Mention up to 05 main Features)

- 01.
- 02.
- 03.
- 04.
- 05.

Annexure 05

Summary report of school external evaluation.

Zone-

Year-

Term -

ZONE	NO	SCHOOL	TYPE	SCHOOL CATEGORY	STUDENT ACHIEVEMENTS	LEARNING & TEACHING	CURRICULUM MANAGEMENT	CO-CURRICULAR ACTIVITIES	STUDENT WELFARE	LEADERSHIP & MANEGMENT	PHYSICAL RESOURCE	SCHOOL & COMMUNITY	SEI	NO.OF.TEACHERS EVALUATED (EXTERNAL EVALUATION)	EVALUATED BY (PROVINCIAL / ZONAL / DIVISIONAL)
	1														
	2														
	3														
	4														
	5														
	6														
	7														
	8														

- Use block capital letters and Times New Roman font to include information here. Put a cross (X) if a component is not evaluated.
- Mention PS for provincial Schools and NS for national schools in the “School category”.
- Mention the percentage of marks for each domain in relevant columns.





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Foundation of a Knowledge Hub Project (TSEP)