Quality Development of the Process of School System of Education III

GUIDELINES ON NATIONAL EDUCATIONAL STANDARDS AND ISA COMPETENCIES

Management & Quality Assurance Unit, Ministry of Education

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GUIDLINES ON NATIONAL
EDUCATIONAL STANDARDS
AND
ISA COMPETENCIES

Management & Quality Assurance Unit
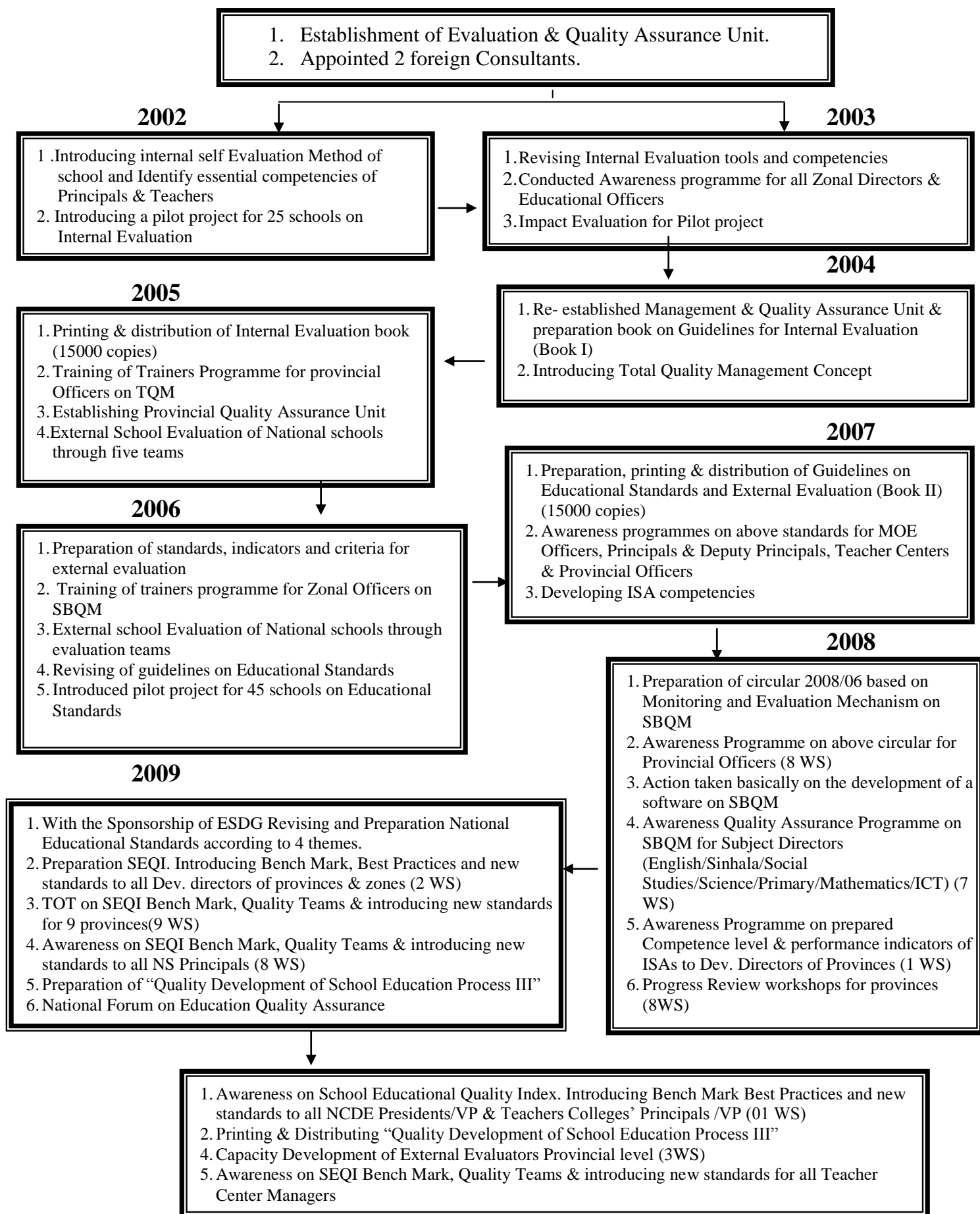Ministry of Education

Vision:-

Quality Education
For
Quality Society

Mission :-

Orientation of Management, Evaluation & Monitoring Mechanism to Assure Quality of Physical & Human Resource of the Systerm of Schools,Strenghtening Internal & External Evaluation process Based on Standard & Competencies.

Mission of Management and Quality Assurance Unit – MOE

2001

1. Establishment of Evaluation & Quality Assurance Unit.
2. Appointed 2 foreign Consultants.

2002

1. Introducing internal self Evaluation Method of school and Identify essential competencies of Principals & Teachers
2. Introducing a pilot project for 25 schools on Internal Evaluation

2003

1. Revising Internal Evaluation tools and competencies
2. Conducted Awareness programme for all Zonal Directors & Educational Officers
3. Impact Evaluation for Pilot project

2004

1. Re- established Management & Quality Assurance Unit & preparation book on Guidelines for Internal Evaluation (Book I)
2. Introducing Total Quality Management Concept

2005

1. Printing & distribution of Internal Evaluation book (15000 copies)
2. Training of Trainers Programme for provincial Officers on TQM
3. Establishing Provincial Quality Assurance Unit
4. External School Evaluation of National schools through five teams

2006

1. Preparation of standards, indicators and criteria for external evaluation
2. Training of trainers programme for Zonal Officers on SBQM
3. External school Evaluation of National schools through evaluation teams
4. Revising of guidelines on Educational Standards
5. Introduced pilot project for 45 schools on Educational Standards

2007

1. Preparation, printing & distribution of Guidelines on Educational Standards and External Evaluation (Book II) (15000 copies)
2. Awareness programmes on above standards for MOE Officers, Principals & Deputy Principals, Teacher Centers & Provincial Officers
3. Developing ISA competencies

2008

1. Preparation of circular 2008/06 based on Monitoring and Evaluation Mechanism on SBQM
2. Awareness Programme on above circular for Provincial Officers (8 WS)
3. Action taken basically on the development of a software on SBQM
4. Awareness Quality Assurance Programme on SBQM for Subject Directors (English/Sinhala/Social Studies/Science/Primary/Mathematics/ICT) (7 WS)
5. Awareness Programme on prepared Competence level & performance indicators of ISAs to Dev. Directors of Provinces (1 WS)
6. Progress Review workshops for provinces (8WS)

2009

1. With the Sponsorship of ESDG Revising and Preparation National Educational Standards according to 4 themes.
2. Preparation SEQI. Introducing Bench Mark, Best Practices and new standards to all Dev. directors of provinces & zones (2 WS)
3. TOT on SEQI Bench Mark, Quality Teams & introducing new standards for 9 provinces(9 WS)
4. Awareness on SEQI Bench Mark, Quality Teams & introducing new standards to all NS Principals (8 WS)
5. Preparation of "Quality Development of School Education Process III"
6. National Forum on Education Quality Assurance

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1. Awareness on School Educational Quality Index. Introducing Bench Mark Best Practices and new standards to all NCDE Presidents/VP & Teachers Colleges' Principals /VP (01 WS)
2. Printing & Distributing "Quality Development of School Education Process III"
4. Capacity Development of External Evaluators Provincial level (3WS)
5. Awareness on SEQI Bench Mark, Quality Teams & introducing new standards for all Teacher Center Managers

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1

Message of the Secretary - Ministry of Education

Quality Education is at the base of a country's process of development. It is particularly necessary to strengthen the quality of the administrative process for this. It will be possible to safeguard quality if the physical and human resources devoted to the school system in this country are managed with proper standards. I am happy to note that the first requirement in this regard, educational standards and indicators based on school development and the basic and special competencies that In service Advisors who function so closely with teachers should develop, are presented through this publication.

The management teams including the Principals will be able to take correct decisions by establishing in the school system a monitoring and Evaluation mechanism based on indicators of educational standards covering all aspects that should be evaluated in all schools under 8 main componants. This will also facilitate the provision of equal educational opportunities to all the students and to bring about resource efficiency.

At the same time when the Principals and officials are committed to promote the educational standards and competencies introduced in this publication and show a strong inclination to adopt the processes that safeguard standards, several benefits such as the strengthening of management teams, the development of institutional quality standards, the enhancement of the capacities of both the management and the teaching staff, providing an opportunity for the community to identify the weakness of the schools, will result.

As such, the time has now come when all Principals, school management committees, teachers, Provincial and Zonal Education officers should set about their tasks committed to proper standards and thus assure a quality education to our students. I would like to state that it is the clear responsibility of the National Institute of Education to ensure that the In Service Advisers enhance their competencies as shown in part two of this publication and guide the teachers in the proper channels. I offer my thanks to the Management and Quality Assurance Unit of Ministry of Education for showing the way to make a reality of the vision towards a quality society through quality education by a careful perusal of the instructions in this manual. The combined effort initiated by the Directors of the subject Departments of the NIE with the participation of the Provincial and Zonal Education officers, the Principals of National schools, Presidents and Vice Presidents of National Colleges of Education, the Principals and Deputy Principals of Teachers' Colleges is highly commendable. I would also like to state that it is the responsibility of all officers engaged in the field of Education to protect the quality of Education by effectively using indicators and the relevant competencies

Sunil S. Sirisena
Secretary,
Ministry of Education
10th June 2010

2
Message of Additional Secretary (Planning & Performance Review)

Co-relation between National Educational Standards and Plans

The Guidelines on Educational Standards and External Evaluations published in 2006 by the Management and Quality Assurance Unit, having qualitative development of the process of school education in mind, had compiled twelve National Educational standards which fit into the four Principal themes of i. Equity ii. Quality iii. Resource, Efficiency and Good Governance which figure in the Education Sectoral Development Plan. These are set up in chapter seven of this Publication. The specimenforms incorporating appropriate indicators relevant to standards are included in chapter eight, while the specific indicators that could be used by an evaluator to make the internal or external evaluation process undertaken with a view to making quality in education more meaningful, are included in annexe 1 to 8.

According to the survey on "Supply & Demand of ISAs" conducted by the Management & Quality Assurance Unit in 2008 by the recommendation of World Bank representatives 75% of ISAs are not systematically trained. Therefore the basic and specific competencies of In Service Advisors' are identified and presented in the second part of this booklet to train these ISAs which can be considered as an appropriate approach for the improvement of human resource & capacity development. By the use of these standard indicators all expenses incurred in education in relation to these themes can be subjected to a monitoring process involving indicators for specific achievement targets. This will facilitate the identification of the basic objectives, activities and distinctive purposes of Educational Plans while paving the way for the provision of an education with equal and just opportunities to all. Further more, the study devoted to the analysis of standards maintained in chapter seven can lead to continuous steps being taken to bring about resource efficiency, ensure quality and establish good governance. It will facilitate to introduce Bench Marks to the system through identifying strengths and implement necessary changes by identifying weaknesses and problems at the implementation of new plans.

In this publication 40 indicators have been identified under the new field – student development for a knowledge based society – which can also be applied in respect of formal, non – formal informal education. The objective here is to direct the student to a learning society outside the school system. At least a few of these indicators can lead the teachers and parents to guide the student towards his improvement. I would also like to state that it is the responsibility of Principals and Education officers to draw the attention of teachers and students to projects and programs which are linked to long term education plans.

S.U.Wijeratna
Additional Secretary
(Planning and Performance Review)
Ministry of Education
05th March 2010

3
Message of the Director of the Management and Quality Assurance Unit

Promote Quality in Education

For several decades there were practically interminable discussions about the actual performance of the education system and what that performance should be. The need of the time, however is the creation of a school that can contribute towards confronting the problems and challenges that a meaningful living in the new millennium will involve. Therefore the attention should be directed not only at the increase in the contitive development of the school, but rather in bringing about its development in terms of quality so that the basic objectives of education can be achieved.

The Asian Development Bank in one of its early reports referred to five problem areas which hinder the development of education quality. This analysis is applicable even to the present time. They are as follows:

1. Equity and Access
2. Relevance of Education
3. Quality of Education
4. Lack of Resources.
5. Accountability and Efficiency.

During the past several decades the potential for reducing the magnitude of the problems suffered a set back. Swarna Jayaweera (1991) attributes this situation to polices and their defects which led to the erosion of equity while this produced, as a result a decline in the quality of education. The outcome of this situation was that from year 2000 discussions centred on quality of education based on a new Education Policy. This led to the establishment of the Management and standards unit of the Ministry of Education on 15.01.2001, through a Cabinet Paper.

For the development of Education quality what is required is that objectives of Education should be achieved in the school system. For this the schools should be engaged in a relentless effort. An important activity required for this is that the school should adopt a planning and management methodology. It is by identifying strengths in relation to education quality in the class that the school can achieve a standard of quality. For a successful school these strengths should be greatly developed.

When the strengths and weaknesses of the school system are identified, a school with a proper internal efficiency would be produced. From 2002 the Management and Standards Unit has discharged the responsibility of orienting the school, the Principal, the In service advisors and other officers of the education field towards the quality education process. In 2006 the publication "Guidelines on Education Standard and External Evaluations for the development of quality in the school education process," was issued. By now this manual is being used by all Principals. As a result the internal evaluation system has reached a strong position.

It gives me great pleasure that it has been possible to dedicate to the school system, with a view to promoting the objectives given below, the 'Quality Development of the school education process III'. Objectives

1. Orienting the Principal and the Management Boards to assure educational quality and internal development of the school through a system of Monitoring and Evaluation based on Educational Standards and indicators relevant to the targets and objectives of the school.

2. Guiding the Principals in a more productive way through external evaluations at Provincial, Zonal and Divisional level to develop the standards and indicators selected by the school.

3. To introduce competencies to be developed by ISA who maintains the closest relationship with the teacher and thus enabling him to provide a better service than at present to the teacher.

It is a vitally important factor to transform the external and internal evaluation systems to a more productive function to promote the standards of education and its quality development by achieving the above objectives. In this way it would not be necessary for educational institutions to be at a subsistence level. It is my belief that it would be possible for a school to develop its own strength to conduct self evaluation and promote quality development instead of depending on external evaluations alone to achieve this aim.

I would like to take this opportunity to offer my gratitude to the Secretary, Ministry of Education for providing the Policy guidance for this publication, to Mr.S.U.Wijeratne Addl. Secretary (Policy and Performance Review) and Mr.H.U.Prematillake, Addition Secretary (Education Quality Development) for encouraging, by carefully monitoring its progress, to the Director General, National Institute of Education Dr.Upali Sedera, and Assistant Directors General, Dr.I.L.Ginige and Mr.Wimal Siyabalagoda and all subject Directors of the NIE, for providing us with useful advice, to the Provincial and Zonal coordinators of Educational Quality Development Units, to Principals of National Schools, Presidents and Vice Presidents of Colleges of Education and Principals and Vice Principals of Teachers' Colleges who all worked very closely with us in the workshops held in this connection. Further specially I would like to thank Mrs. P. Ramanadan Deputy Director of Education , Central Provincial Department of Eduaction for the Tamil translation and editing of the manual.

We owe our sincere thanks and appreciation to Dr.Uupali Sonnadara and Dr. Harsha Athurupana Economic Advisors to the Education Sector Development Plan, to the Director of the Planning Unit Madura Wehella and the staff who gave much support to the launching of this publication by effecting changes in National Education Standards to bring them into greater conformity with the four key themes of the Education Sector Development framework, Equity, Quality, Resource Efficiency and Good Governance.

The encouragement given and the support extended by Deputy Director Malini A Vithanage who edited this work amidst duties related to the awareness programs of the Unit, Deputy Director Ms.S.M.Rashad who co-ordinated the work involved, the Development Assistant Ms.Upeksha Ganegama who computerized the manual, both in English and Sinhala, Mrs.N.L.K.Renuka (Chief Clerk) of the Management Service who coordinated correspondence, and important contribution of all others of the unit made it possible for this publication to reach your hands.

It is my fervent wish that the Education Standards, Indicators and Competencies given here will be a beacon of light to all in positions of responsibility in our system of education to bring out the skills of the future generation of the country, to provide an education of high quality and to use Human and Physical Resources at an optimum productivity and efficiency.

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W.M.Jayantha Wickramanayaka
Director of Education
Management and Quality Assurance Unit
Ministry of Education (03rd March 2010)

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4

Message of Director Genaral - National Institute of Education

Educational Standards and Competencies

By the operation of a monitoring and evaluation mechanism it is possible to improve the quality of any educational institution. It will also facilitate the implementation of the plans of an institution. The resource efficiency and productivity of the institution will also be consequently enhanced. This publication includes an analysis which will contribute to the strengthening of quality through the twelve main Educational standards and indicators in respect of the programs and projects being implemented in the school system under the four main themes of the Education Sector Development plan – Equity, Quality, Resource Efficiency and Good Governance.

A study of this analysis which is contained in chapter 7 will enable all future programs to be planned with a broad vision and to be implemented in conformity to a common standard. For the strengthening of the quality of these programs with the help of such indicators, internal and external evaluations can be resorted to.

For example all the schools participating in a project such as the uplifting of schools, can formulate the School Education Quality Index using the Education standards and indicators mentioned here and subject the schools to a self – evaluation. This will make it possible, through the self – assessment which makes possible, to identify the problems existing and the strengths available. Thereafter attention can be directed to the targets that should be next achieved, thereby leading the schools towards a long term development plan.

Accordingly, the conduct of all administrative functions in the school education system at an appropriate standard, and the qualitative enhancement of the learning – teaching process and an increase in the professional capacity of teachers will be made possible through the use of education standards and indicators. At the same time, the subject project directors of the National Institute of Education and the subject Directors of the Ministry of Education should take steps to expose In Service Advisors to the competencies referred to in part 2 of this publication and to train them on these lines and thus enhance their teacher counseling competencies. In this way, the teacher counselor – the individual closest to the teacher will get an opportunity to protect the quality of the curriculum being worked out in the class room.

While expressing my appreciation for the effort made in this publication for the achievement of the two objectives – identification of the appropriate competences for enhancing professional capacity – and the use of educational standards and indicators for educational development, I would like to stress the need for all to use these initiatives in an effective manner.

Dr. Upali Sedara
Director General
National Institute of Education

1st Section

National Educational

Standards

5

The conceptual Framework for formulating Educational Standards and factors to be considered in using them

All the physical and human resources in a school and the whole educational process should be used in such a way as to provide a quality service to the client. The objective of an Evaluation process is to find out whether the resources are used in such a manner. In order to determine the standards that exist in a school, indicators relevant to the standards will be used. These indicators can be looked upon, both as an instrument of evaluation and as a target a school should have in respect of standards. By using the criteria, indicators and standards that are given here, the development process of a school could be carried on continuously, without a break. At the same time it is important that all the officers and the Principals take steps to strengthen the qualitative status of the process of school education by using relevant standards and indicators for both internal and external evaluations.

Definitions of quality standard of International Standard Institute

1. Quality is customer satisfaction.
    2. Quality is efficiency and productivity. (Definitions given by the International Standards Institution)

Contents of quality and the conceptual framework for formulating standards

The content of quality consists of seven basic features. If it can be confirmed that these features exist in any activity you may perform, then quality can be guaranteed. When formulating the standards, indicators and criteria setout in this publication, these contents were regarded as the conceptual framework.

1. Performance   - the productivity and efficiency of the activity.
2. Reliability   - confidence on the input process and on the out put.
3. Features   - the main characteristics relevant to the activity should be satisfied.
4. Conformance - getting an output that corresponds to the inputs and the process.
5. Durability   - long term use should be possible in keeping with the expenses incurred.
6. Serviceability - it should be possible to extend the use of the asset created by subjecting it to repairs.
7. Aesthetic   - the output and asset created must be pleasing to the eye.

While for the management cycle to be implemented effectively, a well planned monitoring and Evaluation system based on educational standards and indicators is necessary and those vested with responsibility for administration should take necessary steps for its proper study and efficient implementation.

Domain of Evaluation

When the objectives, resources, activities and various variables at play are considered, the school is indeed a complex institution. All these aspects are inextricably intertwined. However to facilitate evaluation all these aspects have been identified under the following domains:

1. General Management

2. Management of physical and human resources.

3. Systematic curriculum Management and evaluation at class level.

4. Management of Co-curricular activities.

5. Student Achivement

6. Student welfare

7. School and Community.

8. Development of students towards a knowledge based society.

Standards have been set under each domain and relevant indicators have been formulated releted to different levels of the standards. By paying attention to the criteria relevant to indicators, how much each index earns of a maximum of 5 marks should be determined. Hence the quality standard and level the different domains achieve in this way will be decided. What happens here is not an awarding of marks, rather, the marks that the level reached under the indicators deserves would be determined.

Should the totality be simultaneously evaluated?

An attempt to evaluate all the domains referred to above at the same time, whether by an internal and external body should be comprehensively planned. The plan should take into account the number of officers available and the time they can devote, the types of schools, the curricula, resources available numbers of teachers and students. Further, in organizing evaluation activities, after a perusal of previous evaluation reports, the domains to be evaluated should be decided, the standards appropriate to each domain and the indicators to reflect the standards should be selected. When it is seen that the entire school should be evaluated, the officers and the time required should be decided in planning the exercise. The marks received for the indicators determined for the different domains covered in the evaluation can be converted into a percentage form. The total picture can be presented in percentage terms by combing the domains. If a particular school is to be subjected to a specific evaluation, the date and information generated through the internal school evaluation based on standards can be used.Deciding marks based on standards and indicators of these 8 componants an internal or an external evaluator should award 5 marks for excellence, 4 for very good, 3 for good,2 for average and 1 for to be developed. Prepare the final evaluation report by paying attantuion to the following relevant standards and reach the conclusion.

Table 01

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2Marks)

It is possible for the evaluators, Managers, Principals, Teachers & School Community to know whether quality is assured in the school, through annual evaluation report including such a marking scale. Further planners who supply resource to school, officers and trainers can utilize this information to assure quality in school.

Marks should be determined not as you wish rather on the extent to which the citeria of the indicators have been satisfied. In Annexe 1 to 8, for each indicator 5 or more citeria have been assigned. As such, based on the standard for evaluation you have selected, attention should be paid to the relevant citeria and the marks earned should be indicated in the column opposite the respective indicator. If it is necessary to make notes on different indicators, this should be done, briefly, referring to the number of the index in question, in the details relevant to a particular domain. These matters will be important in preparing the final evaluation report. The education standards and number prepared in relation to each domain are given below.

Table 02

Standard	No: of Standards	No: of Indicators
1. General Management	01	22
2. Physical and Human Resources Management	01	30
3. Systematic Curriculum Management and Classroom Observation	02	29
4. Co-curricular Activities	01	14
5. Student Achevement	02	42
6. Student Welfare	01	26
7. School and Community	01	17
8. Student Development for Knowledge Based Society	03	40
Total	12	220

Determining the final marks the school has earned

The maximum marks for all the fields of evaluation are 1200. The way these marks are earned, based on indicators is set out in Table 04. 5 or more indicators are included for each index. The maximum marks for an indicator is 05. The minimum is 01. In deciding these marks attention is paid to the extent to which the criteria relevant to this indicators are satisfied. As an example, there are 22 indicators and the maximum marks obtainable, at 5 marks for each index will be 110. (Table 04)

As another example, the maximum mark that could be scored under domain 3, Systamatic Curriculum Management is 245, which will be decided under 2 sectors. That is a maximum of 145 marks at 5 for each of the 29 indicators under formal curricula development and maximum of 100 marks for class room evaluation.

The percentage of classroom evaluation of the school will be decided by dividing the total percentage of classroom evaluation by the number of teachers evaluated.

Classroom observation is conducted in 3 sections ie. Primary Grade 1-5, Grade 6-11 and Grade 12-13. Maximum 100 marks could be obtained respectively (According to table 3 the marks of classroom observation are critetia based. Marks are awarded for each indicator.)

Finally the percentage mark obtained from 145 for systematic Curriculum Management and percentage of classroom observation of school should be added and obtain the average as the total mark for 3rd component.

Table No 03 - Example: Awarding marks for class evaluation

Domain		Maximum marks and its composition	Marks earned by the teacher
Primary	Teacher A	25 indicators × 4 marks = 100	65
6 - 11	Teacher B	25 indicators × 4 marks = 100	45
	Teacher C	25 indicators × 4 marks = 100	50
Total		= 300	160

(Note that in this example, under each section only one teacher has been evaluated; any number of teacher can be evaluated and marks calculated in this same way. Also, if the evaluation forms in relation to the teaching – learning process given here are changed according to the needs of the evaluators, the number of indicators given above can be changed. Marks should also be calculated taking this change into account.)

$$\text{Total marks earned in the classroom evaluation} = \frac{160 \times 100}{300}$$
$$= 53.3\%$$

Thus, of the 300 marks due for class evaluation, this school has earned 160 marks: a percentage of 53.3%.

In this way, while the percentage of marks earned by the school for each evaluation domain is calculated separately, the percentage for the total marks earned for the seven domains will be regarded as the final marks earned by the whole school – this is the School Education Quality Index. The following example will explain this further

Table No. 04- Calculation of total marks earned by the school

Evaluation Domain	Maximum Marks	Marks earned by the School	Marks earned as a percentage.
1. General Management	110	65	59%
2. Physical and Human Resources Management	150	80	53.3%
3. Systematic curriculum Management	145	55	37.93%
4. Classroom Observation	100	53	53%
5. Co-curricular Activities	70	60	85.71%
6. Student Achevement	210	102	48.51%
7. Student welfare	130	80	61.53%
8. School and Community	85	53	62.35%
9.Student Development for Knowledge based Society	200	110	55%
Total Value	**1200**	**658**	**54.8%**

Total marks earned by the school = 658
School Educational Quality Index = 658/1200 × 100 =54.8%

Depending on final marks and the level of marks for the different domains thus obtained from external evaluations, the strengths and weaknesses of schools can be identified and developmental proposals for education can be made. Also, by using these instruments and techniques for internal evaluations of schools, a development process by which, step by step, expected targets are achieved, can be launched. By calculating marks as described above, it would be possible for a school to undertake a self – assessment.

Please pay special attention to the matters included in the Circular of the Ministry of Education No: 2008/6 of 10.03.2008.

Comparison of schools

The purpose of determining the levels of standards in the schools through these evaluations is not to compare schools and keep them at different points on a scale of valuation. It is for the purpose of enabling the school to see what the external evaluations reveal about the standard of the school and use them for the development of the school. Comparing schools which may differ widely in respect of resources, personnel, environment and expectations and taking decisions and assigning different assessments to them is contrary to both educational philosophy and biological fundamentals. Our general approach should be to avoid using the results of these evaluations to such narrow purposes. It has to be emphasized that what should be compared are not schools but the stages of their development. According to new policies and philosophies about evaluating the achievement of students, their positions are not determined according to the marks scored. This policy and philosophy should equally be applied to schools, Principals and Teachers. Education is a Universal right of all without any distinction; it is also a biological capability and security. Thus education should be used not to promote competition and inequalities, but to minimize them.

As was made clear in the introduction, it is necessary to act on the basis that the main objective of these evaluations is to identify the general problems affecting the system and, through educational sessions, introduce the necessary remedies and to spread more widely in the system the particular strengths that are discovered. At the same time the Principal of the school, the management body and all the teachers, should be accountable to promote the self – development of the school using the standards, indicators and criteria introduced in this publication and to maintain a system of data and information needed for internal evaluations.

The Benefits expected from using standards

1. Enabling all internal evaluations to be done by the school itself according to national standards and the establishment of an information system annually, based on these evaluations.
2. Bringing about professional development as a result of the development of competencies among the Principal and staff by acting in conformity with proper standards.
3. An increase in the capacity to work as a result of an increase in management and service efficiency.
4. Using physical resources at a high level of productivity.
5. An increase in the collective education effort and commitment as a result of all sectors of education acting according to proper standards.
6. Satisfaction of students and parents, who are the beneficiaries of education.
7. Making it possible to introduce the necessary solutions by identifying the strengths and weaknesses of the system of education.
8. All investments in education becoming a productive form of saving.
9. With the culture of properly conducted evaluations getting entrenched in the school system, and the generation of an information system, a process of decision making based on this system will be evolved.
10. The quality level of the school system will be enhanced as a result of systematic avenues being opened to achieve levels of excellence to all schools.

H.U. Prematillaka
Addl. Secretary
(Educational Quality Development)
Ministry of Education

6

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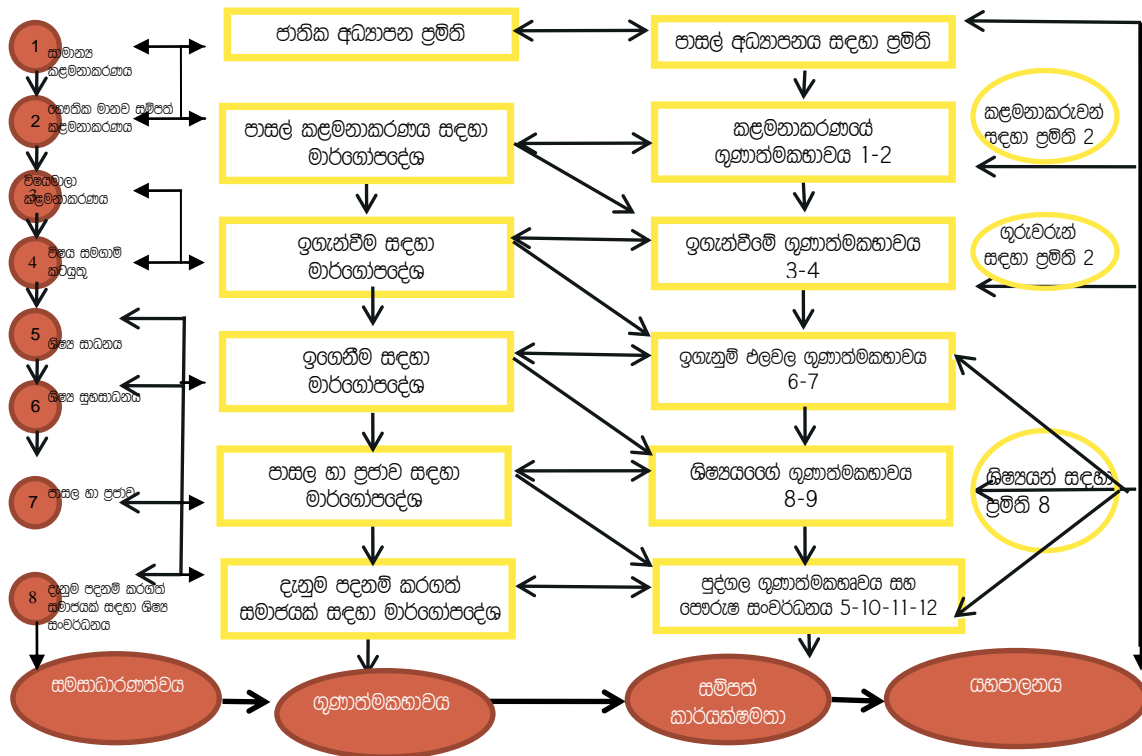
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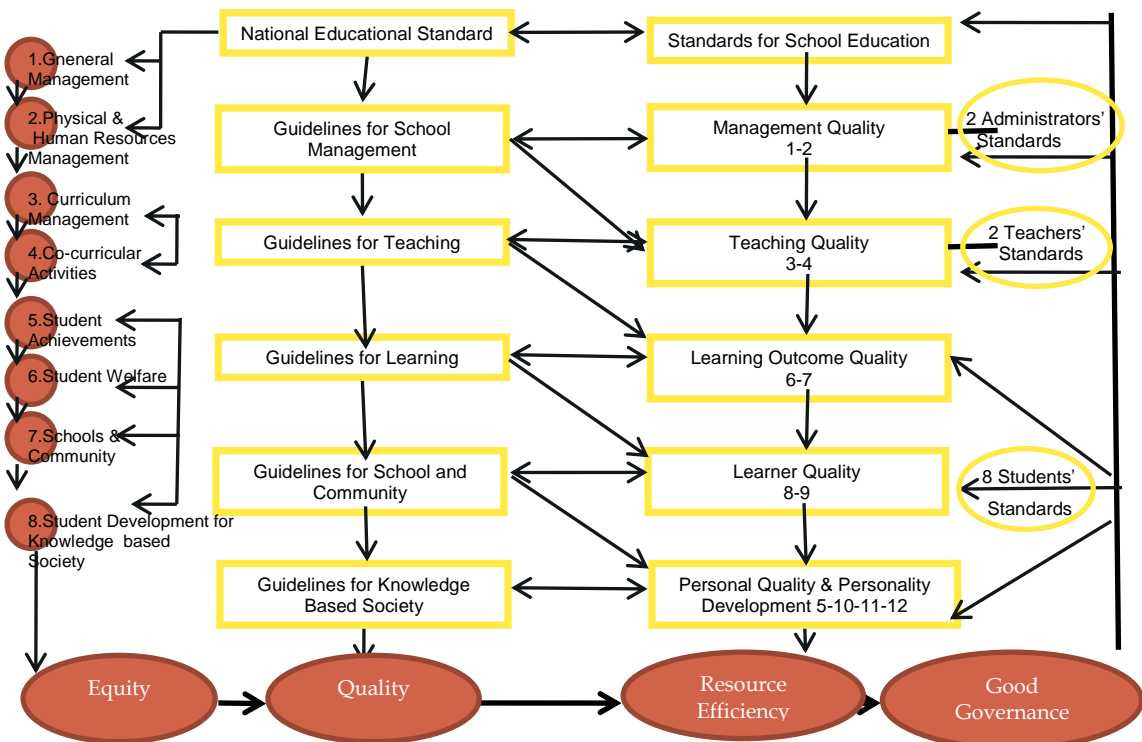
Prepared by :- Malini A.Vithanage, Deputy Director of Education, Management & Quality Assurance Unit, MOE

7
National Educational Standards

General Management

1. The Management Committee including the Principal act, displaying the competencies, leadership and transparency needed for educational management and administration.

	Equity	Quality	Resource Efficiency	Good Governance
	√	√	√	√

1.1 The existence of an educational leadership and a participatory management capability with professional ethics and responsibilities.

1.2 The maintenance of an updated Educational Management Information system (EMIS) and use it effectively.

1.3 To prepare and practically implement the school plan to reflect the vision , mission and school quality policy.

1.4 To monitor delegated responsibility through directing the human resources of the school effectively and efficiently.

1.5 Ensuring that a transparent financial management exists.

Equity	Quality	Resource Efficiency	Good Governance
√	√	√	√
√	√	√	√
√	√	√	√
√	√	√	√

Physical & Human Resource Management

2. The structural arrangement and administrative methodology of the school is so designed as to promote institutional development.

	Equity	Quality	Resource Efficiency	Good Governance

2.1 Adequate infra-structure facilities that can be used for different educational requirements exist.

2.2 Using all the human/physical resources of the school while maintaining proper standards.

2.3 Implementing management strategies which lead to a continuous professional development of staff and teachers.

2.4 Satisfying community expectations on student development, discipline and the management process.

2.5 Ensuring the quality standards of the school through a system of continuous internal evaluation. (Preparation of School Educational Quality Index)

Equity	Quality	Resource Efficiency	Good Governance
√	√	√	√
√	√	√	√
√	√	√	√
√	√	-	√
√	√	√	√

Systematic Curriculum Management

3. Implementing the curriculum in such a manner as to satisfy national goals and basic competencies.

	Equity	Quality	Resource Efficiency	Good Governance

3.1 Planning and implementing the learning and teaching process targeting national goals, basic and subject competencies.

3.2 Using resources, equipment and teaching methodologies for learning and teaching activities which promote national goals and competencies.

3.3 Establishing a creative learning environment through appropriate modernisations.

3.4 Displaying an active participation of teachers through holding teacher quality circles to achieve subject objectives through development of competencies.

3.5 Assuring to attain subject competencies and assuring the attainment of these competencies through the process of assesment and feedback.

Equity	Quality	Resource Efficiency	Good Governance
√	√	√	√
√	√	√	√
√	√	√	-
√	√	√	√
√	√	√	√

4. Maintains different learning media, equipment and activities which are helpful for the qualitative development of the student.

	Equity	Quality	Resource Efficiency	Good Governance
4.1 By choosing subjects and lrarningevents to suit the likings of students, providing opportunities for explorations.	√	√	√	-
4.2 Implementing plans with guidance which incorporate the special creative abilities of the student.	√	√	√	√
4.3 Encouraging management of knowledge through the use of different equipment and teaching media which help the development of the student.	√	√	√	-
4.4 Ensuring systematic student development through analysis of student reports and data.	√	√	√	√
4.5 Providing opportunities for learning activities with wholesome social precedents.	√	√	-	√
4.6 Ensuring the qualitative development of the student, safeguarding Sri Lankan cultural identity and traditions.	-	√	-	√

Co-curricula Activities

5. Implements subject related activities effectively in a manner relevant to the development of a balanced personality of the student.

	Equity	Quality	Resource Efficiency	Good Governance
5.1 Providing extensive opportunities for sports and other activities needed for the development of a balanced personality in the student.	√	√	√	√
5.2 Providing opportunities for the development of creative abilities and a sense of appreciation through relevant activities in areas such as art, music, dancing and literature	√	√	√	-
5.3 Providing opportunities to accept victory and defeat in a balanced manner through different challenging programmes which show the progress of competency development in the student.	√	√	-	√
5.4 Giving opportunities for internal and external activities designed to promote mutual cooperation, peace and goodwill.	√	√	√	√

Student Achievements

6. Conforming through evaluation activities that student skills relevant to the primary grades have been acquired.

	Equity	Quality	Resource Efficiency	Good Governance
6.1 Implementing in a balanced manner the learning process of the primary section through planned enjoyable approachesaccording to the approved subject methodology.	√	√	√	√
6.2 Providing opportunities to use the work tables and equipment in the learning environment of the primary section in a creative manner.	√	√	√	-
6.3 Conducting special programmes relevant to the primary section.(Co-curricula)	√	√	√	-
6.4 Ensuring that essential learning competencies relevant to the first/second/ third main stages have been achieved.	√	√	√	√
6.5 Establishing a child friendly school by providing equal opportunities to all primary students	√	√	√	√

7 **The attainment of relevant student competencies in the secondary stage has been confirmed by formative and summative valuation process.**

	Equity	Quality	Resource Efficiency	Good Governance
7.1 Ensuring that learning skills were attained at the level of grades.	√	√	√	√
7.2 Identifying different skills of students through school based evaluation and analyzation	√	√	–	–
7.3 Feedback provided through the analyzation of term test marks.	√	√	√	–
7.4 Ensure student achievement level through analyzation of G.C.E. (O/L) exam results.	√	√	√	–
7.5 Identify progress of student achievement level through analyzation of G.C.E (AL) exam results.	√	√	√	–
7.6 To findout whether students approached the world of work through analyzing relevant quality of student projects and practical examination .	√	√	–	√
7.7 Ensure computer literacy through analyzing computer and information technology results.	√	√	√	√
7.8 Implementing feed back programmes depending on the information derived from data analysis.	√	√	√	√

Student Welfare

8 **With a view to develop student potentialities in an exemplary manner different welfare services and programmes are being implemented at an acceptable standard of quality.**

	Equity	Quality	Resource Efficiency	Good Governance
8.1 Providing counsellor services to solve problems of students and to face challenges.	√	√	–	√
8.2 Conducting professional guidance services to direct students according to their potential.	–	√	–	√
8.3 Maintaining welfare services adequate to satisfy the basic needs of the students.	√	√	√	√
8.4 Conducting programmes conducive to the health and nutrition development of the students.	√	√	√	√
8.5 Implementing systematic programmes continuously for children with special needs.	√	√	√	√
8.6 Providing adequate laboratory facilities along with practical and informal learning facilities in a systematic manner.	√	√	√	–

Schools & Community

9 **Gets the participation of the school and the community for their mutual development.**

	Equity	Quality	Resource Efficiency	Good Governance
9.1 Maintaining an information system to enable the use of the resources of the community for student development.	√	√	√	√
9.2 Has provided opportunities for community participation for curriculum and subject related activities.	√	√	–	√
9.3 In association with community services, opportunities have been provided exploratory learning opportunities.	√	√	–	√
9.4 Opportunities are provided for the participation of the school in community development.	√	√	–	√

Student Development for Knowledge Based Society

10 Action is taken to ensure that the student community is filled with expected qualities and ethical values.

	Equity	Quality	Resource Efficiency	Good Governance
10.1 Discipline based on religious concepts is maintained	-	√	-	√
10.2 Is imbued with social values such as honesty, generosity, friendship.	-	√	-	√
10.3 Is keen to maintain wholesome sanitary habits and a physical well being	-	√	-	√
10.4 Guides to safeguard the laws and traditions needed for the well being of society.	-	√	-	√
10.5 Participates in the preservation to improvement and environment friendly activities.	-	√	-	√
10.6 Acts with a sense of national pride safeguarding the Sri-Lankan dignity.	-	√	-	√

11 Guides the students to promote the ability for collective work.

	Equity	Quality	Resource Efficiency	Good Governance
11.1 Implementing appropriate programmes to acquire the ability to successfully start and finish a task.	√	√	-	√
11.2 To design suitable learning situations to act with empathy and respect for different opinions and maintenance of good human relations.	√	√	-	√
11.3 The existence of suitable opportunities to improve the activity by acting with a sense of satisfaction.	√	√	-	√
11.4 Providing opportunities to gain competence in English as a second language while giving pride of place to the mother tongue.	√	√	-	√
11.5 Creating learning opportunities to acquire life competencies through the experience acquired by continuously engaging in actions relevant to the improvement of knowledge, skills and attitudes.	√	√	√	√
11.6 Having opportunities to appreciate others by engaging in sports and cultural activities.	√	√	√	√
11.7 Having opportunities to study international tendencies through the acquisition of computer literacy and information technology.	√	√	√	√

12 The student is being directed to improve a mental capabilities needed to work towards approaching his vision.

	Equity	Quality	Resource Efficiency	Good Governance
12.1 Providing opportunities to achieve creative mental abilities by using the knowledge acquired from various sources through promoting the fivefold skills of reading, writing, speaking and thinking.	√	√	√	√
12.2 Existence of opportunities to understand concepts systematically according to analytical and synthetical conceptual thinking ability.	√	√	√	√
12.3 Existence of relevant projects which will promote the ability to take correct decisions about strategies to attain aims of objectives.	√	√	√	√
12.4 Providing relevant learning opportunities to explore and utilize Sri Lankan wisdom.	√	√	√	√
12.5 Orientation of students for new inventions and creations.	-	√	√	-
12.6 Encouraging to approach learning society through knowledge management.	√	√	√	√

8
Specimenforms for Evaluators
based on Educational Standards & Indicators

1. General Management

Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the General Management annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Standard	Indicators	Marks	Marks Obtained
(1) The Management Committee including the Principal act displaying the competencies, leadership and transparency needed for educational management and administration 1.1 The existence of an educational leadership and a participatory management capability with professional ethics and responsibilities. 1.2 The maintenance of an updated Educational Management Information system(EMIS) and use it effectively. 1.3 To prepare & practically implement the school plan to reflect the vision ,mission and school quality policy. 1.4 To monitor delegated responsibilities through directing the human resources of the school effectively and efficiently 1.5 Ensuring that a transparent financial management exists.	1.School vision	5	
	2.Mission of the school	5	
	3.Five year plan	5	
	4.Annual Action Plan	5	
	5.Physical environment of school is systematic	5	
	6.File maintenance methodology	5	
	7.Physical resource maintenance Management	5	
	8.Student attendance register	5	
	9.Teachers' attendance register	5	
	10.Facilities and Service Charge account	5	
	11.School Development Account	5	
	12..Quality Inputs Account	5	
	13.Railway Warrants/Teacher salaries	5	
	14.Other financial activities	5	
	15.Start and close of the school	5	
	16.Time tables	5	
	17.Class Report Books	5	
	18.Teachers' leave	5	
	19.Non Academic staff	5	
	20.Management Information System	5	
	21.Leadership style	5	
	22.Disciplinary Management Activities	5	
Marks		**110**	

02. Physical and Human Resource Management

Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the **Physical and Human Resource Management** annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Standards	Indicators	Marks	Marks obtained
(2) The structural arrangement and administrative methodology of the school is so designed as to promote institutional development. 2.1 Adequate infra-structure facilities that can be used for different educational requirements exist. 2.2 Using all the human/physical resources of the school while maintaining proper standards. 2.3 Implementing management strategies which lead to a continuous professional development of staff and teachers. 2.4 Satisfying community expectations on student development, discipline and the management process. 2.5 Assuring the quality standards of the school through a system of continuous internal evaluation. (Preparation of School Educational Quality Index)	1.School Map	5	
	2 School land	5	
	3, Nature of buildings	5	
	4. Class room environment	5	
	5.Infra structure facilities needed for school premises	5	
	6.Renovatin work	5	
	7.Maintnance of equipment relevant to classes	5	
	8.Playing Compound	5	
	9.Students, tables, chairs and equipment in Secondary division	5	
	10.Black Boards of Secondary Division	5	
	11.Teachers'tables, chairs and equipment	5	
	12.Supply of laboratory facilities	5	
	13.Use of Laboratories	5	
	14.Library	5	
	15.Aesthetic Unit	5	
	16.Home Science laboratory/Technical and Multi purpose Unit	5	
	17.Audio visual Unit/subject development Unit	5	
	18.Playground/Pavilion/sports material	5	
	19.Canteen	5	
	20 Hostel facilities provided	5	
	21.Staff room	5	
	22 First Aid unit	5	
	23.Dental Surgery	5	
	24.Student Information system	5	
	25Teacher Information system	5	
	26.Non Academic staff information system	5	
	27.Fulfillment of requirements	5	
	28.Evaluation of teachers performance	5	
	29.Teachers' Professional development	5	
	30.Professional development of non academic staff	5	
Marks		**150**	

03. Systematic Curriculum Management

Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the **Systematic Curriculum Management** annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Standards	Indicators	Marks	Marks obtained
(3) Implementing the curriculum in such a manner as to satisfy national goals and basic competencies. 3.6 Planning and implementing the learning and teaching process targeting national goals, basic and subject competencies. 3.7 Using resources, equipment and teaching methodologies for learning and teaching activities which promote national goals and competencies. 3.8 Establishing a creative learning environment through appropriate modernisations. 3.9 Displaying an active participation of teachers through holding teacher quality circles to achieve subject objectives through developments of competencies. 3.10 Assuring to attain subject competencies and assuring the attainment of these competencies through the process of assesment and feedback. **4 Maintains different teaching media, equipment and activities which are helpful for the qualitative development of the student.** 4.1 By choosing subjects and teaching processes to suit the likings of students, providing opportunities for explorations. 4.2 Implementing plans with guidance which incorporate the special creative abilities of the student. 4.3 Encouraging management of knowledge through the use of different equipment and teaching media which help the development of the student. 4.4 Ensuring systematic student development through analysis of student reports and data. 4.5 Providing opportunities for student activities with wholesome social precedents. 4.6 Ensuring the qualitative development of the student, safeguarding Sri Lankan cultural identity and tradition.	1. Plan learning teaching process enabling to fulfill Common national goals	5	
	2 Plan learning teaching process enabling to develop Basic competencies	5	
	3. Implement curriculum related to basic competencies	5	
	4. Assessment process and essential learning competencies	5	
	5. Considering competencies of a key stage in primary as an entrance competency of the other stage	5	
	6. Learning teaching process of primary section	5	
	7. Learning environment of primary section	5	
	8. Special programmes	5	
	9. Annual curriculum planned	5	
	10. Utilizing quality inputs	5	
	11. Teachers guides and syllabuses	5	
	12. Text books	5	
	13. Learning resources	5	
	14. Utilizing computers	5	
	15. Internet facilities	5	
	16. Use of curriculum	5	
	17. Active student participation	5	
	18. Active teacher participation	5	
	19. Use of fruitful learning sources	5	
	20. Library use/utilization	5	
	21. Project activities	5	
	22. Referring students for explorations	5	
	23. Development of various skills	5	
	24. School based student performance evaluation process	5	
	25. Evaluating learning teaching process.	5	
	26. Student feedback programme	5	
	27. Children with special needs	5	
	28. Teacher feedback	5	
	29. Felicitating teacher performance	5	
Marks		145	

04. Co-curricula Activities

Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the **Co-curricula Activities** annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Standards	Indicators	Marks	Marks obtained
5. Implements subject related activities effectively in a manner relevant to the development of a balanced personality of the student. 5.1 Providing extensive opportunities for sports and other activities needed for the development of a balanced personality In the student. 5.2 Providing opportunities for the development of creative abilities and a sense of appreciation through relevant activities in areas such as art, music, dancing and literature 5.3 Providing opportunities to accept victory and defeat in a balanced manner through different challenging programmes which show the progress of competency development in the student. 5.4 Giving opportunities for internal and external activities designed to promote mutual cooperation peace and goodwill.	1.Systematic Annual Plan for Co-curricula activities	5	
	2. Students physical development	5	
	3. Identification of students potentials and creative activities	5	
	4. Other activities relating to Personal development	5	
	5. Sports activities	5	
	6. Development of students' values and ethics	5	
	7.Obtain assistance after identifying the relevant human resources	5	
	8. Supply of financial facilities	5	
	9. Registers of participating students maintained	5	
	10. Records of victories maintained	5	
	11.Assignment of responsibility and leadership to students and teachers	5	
	12. Inter school relationship	5	
	13. Without obstructing education activities	5	
	14. Additional education programs implemented for students engaged in co-curricula activities	5	
Marks		**70**	

05.Students' Achievement Level

[Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the **Students' Achievement Level** annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee - Widely Implemented - (5 Marks), Partially Implemented-(1-4 Marks), Not Implemented - (No Marks)

External Evaluation Committee -Exellence in Standard- (5 Marks), Meets the Standard - (3-4 Marks) , Does not Meet the Standard - (1-2 Marks)

Standards	Indicators	Marks	Marks obtained
6 Conforming through evaluation activities that student skills relevant to the primary grades have been acquired. 6.1 Implementing in a balanced manner the learning activities of the primary section through planned enjoyable approaches. 6.2 Providing opportunities to use the work tables and equipment in the learning environment of the primary section in a creative manner. 6.3 Conducting special programmes relevant to the primary section.(Co-curricular) 6.4 Ensuring that essential learning competencies relevant to the first/second/ third main stages have been achieved. 6.5 Establishing a child friendly school by providing equal opportunities to all primary students **7 The attainment of relevant student competencies in the secondary stage has been confirmed by formaline and evaluation summative process.** 7.1 Ensuring that learning skills were attained at the level of grades. 7.2 Identifying different skills of students through school based evaluation and analyzation 7.3 Feedback provided through the analyzation of term test marks. 7.4 Ensure student achievement level through analyzation of G.C.E. (O/L) exam results. 7.5 Identify progress of student achievement level through analyzation of G.C.E (AL) exam results. 7.6 To findout whether students approached the world of work through analyzing relevant quality of student projects and practical examination . 7.7 Ensure computer literacy through analyzing computer and information technology results. 7.8 Implementing feed back programmes depending on the information derived from data analysis.	1. Number who acquired competencies on Grade 1 & 2	5	
	2. Number who acquired competencies on Grade 3 & 4	5	
	3 Number who acquired competencies on Grade 5	5	
	4. Scholarship achievement level-year 1	5	
	5 Scholarship achievement level-year 2	5	
	6. School Based Assessment	5	
	7. Monitoring School Based Assessment	5	
	8. Completed assessment in Grade 6	5	
	9. Completed assessment in Grade 7	5	
	10 Completed assessment in Grade 8	5	
	11. Completed assessment in Grade 9	5	
	12 Completed assessment in Grade 10	5	
	13. Completed assessment in Grade 11	5	
	14. Conducting Term Tests	5	
	15. Analyzing of marks by term tests grade 6	5	
	16. Grade 7	5	
	17. Grade 8	5	
	18. Grade 9	5	
	19. Grade 10	5	
	20. Grade 11	5	
	21.G.C.E.(O/L) results – First Year	5	
	22.G.C.E.(O/L) results – Second Year	5	
	23.1^{st} year achievement indicator of G.C.E.(O/L) results	5	
	24.2^{nd} year achievement indicator of G.C.E.(O/L) results	5	
	25. G.C.E.(A/L) Science –First Year	5	
	26 G.C.E.(A/L) Science –Second Year	5	
	27. G.C.E.(A/L) Science achievement indicator first year	5	
	28. G.C.E.(A/L) Science achievement indicator second year	5	
	29. G.C.E.(A/L) Commerce/ Arts results –First Year	5	
	30. G.C.E.(A/L) Commerce/ Arts results –Second Year	5	
	31. G.C.E.(A/L) Commerce/ Arts achievement indicator 1st year	5	
	32. G.C.E.(A/L) Commerce/ Arts achievement indicator 2nd year	5	
	33. Projects in Science Section	5	
	34. Projects in Commerce Section	5	
	35. Projects in Art Section	5	
	36 Competency report books in Science Section	5	
	37 Competency report books in commerce Section	5	
	38 Competency report books in Art Section	5	
	39.Analyzing achievement level	5	
	40. Subject related programmes	5	
	41.Written examination	5	
	42. School Based Assessment	5	
Marks		**210**	

06. Student Welfare

Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the **Student Welfare** annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Standards	Indicators	Marks	Marks obtained
8 With a view to develop student potentialities in an exemplary manner different welfare services and programmes are being implemented at an acceptable standard of quality. 8.1 Providing counsellor services to solve problems of students and to face challenges. 8.2 Conducting professional guidance services to direct students according to their potential. 8.3 Maintaining welfare services adequate to satisfy the basic needs of the students. 8.4 Conducting programmes conducive to the health and nutrition development of the students. 8.5 mplementing systematic programmes continuously for children with special needs. 8.6 Providing adequate laboratory facilities along with practical and informal learning facilities in a systematic manner.	1. Student Counselling and Guidance Programs	5	
	2. Class level action plans to identify student problems and solve them	5	
	3. Refer students to vocational guidance	5	
	4. Utilize school resources vocational training requirements	5	
	5. Identify Institutions conducting Vocational Courses	5	
	6. Canteen	5	
	7. Co-operative	5	
	8. School Banks and Savings Services	5	
	9. Transport facilities for students	5	
	10. Quality in Programs	5	
	11. Student dignity and personality development	5	
	12. Prevention of students from dangers within school premises	5	
	13. Identify students health and nutritional level through clinics	5	
	14. Nutrition programs implemented based on needs identified in the school	5	
	15. Awareness programs relating to plagues and infectious deceases	5	
	16. Students health and sanitation	5	
	17. Children attending school late daily	5	
	18. School drop outs	5	
	19. Children having socio-economic problems	5	
	20. Tobacco and drug prevention programs	5	
	21. Methodologies adopted by school for disaster management	5	
	22. Organized program to minimize disasters.	5	
	23. Identifying a first aid programme relevant to accidents & diseases	5	
	24.Protection of students' mental health	5	
	25.Programs to develop concentration in students under various religions	5	
	26. .Methodology to spend leisure fruitfully	5	
Marks		**130**	

07. School and Community Relationships

Evaluation activity could be made meaningful through investigating criterias relevant to indicators mentioned in the **School and Community Relationships** annexture according to the requirement of the evaluator. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	External Evaluation Committee
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Standards	Indicators	Marks	Marks Obtained
9 Gets the participation of the school and the community for their mutual development. 9.1 Maintaining an information system to enable the use of the resources of the community for student development. 9.2 Has provided opportunities for community participation for curriculum and subject related activities. 9.3 In association with community services, opportunities have been provided exploratory learning opportunities. 9.4 Opportunities are provided for the participation of the school in community development.	1. Class level Parents' meetings	**5**	
	2. Maintaining information records of school community	**5**	
	3. School Development Society	**5**	
	4. Active participation of community	**5**	
	5. communication of Information	**5**	
	6. School being opened for parents	**5**	
	7. Planning activities for community needs	**5**	
	8. Work Planning reports linked with school community	**5**	
	9. Obtain community assistance for development of learning process	**5**	
	10. Utilize physical resources of the community for the learning process	**5**	
	11. Obtain community assistance for the protection of the school	**5**	
	12. Awareness provided for parents on curriculum and evaluation	**5**	
	13. Exhibit transparency of community participation obtained for development of the school	**5**	
	14. School assisting for solving of problems in community	**5**	
	15. Various community awareness programs	**5**	
	16. Obtain community assistance	**5**	
	17. Other institutions favourable for the school	**5**	
Marks		**85**	

08. Student Development for knowledge based society

Special criterias are not included here as the activities relevant to the following indicators take place through formal,informal & nonformal systerms of education. Taking into consideration the beginning ,plan,objectives, results, progress & participation as a whole of the relevant activities of the programme, if it is excellent offer 5,very good 4,good-3 fair-2 & to be developed -1 when awarding marks.

Standards	Indicators	Marks	Marks obtained
10 Action is taken to ensure that the student community is filled with expected qualities and ethical values. 10.1 Discipline based on religious concepts is maintained 10.2 Is imbued with social values such as honesty, generosity, friendship. 10.3 Is keen to maintain wholesome sanitary habits and a physical well being 10.4 Safeguards the laws and traditions needed for the well being of society. 10.5 Shows an affection to and participates in the preservation and improvement of the environment. 10.6 Safeguarding the Sri-Lankan identity acts with a sense of national pride. **11 Guides the students to promote the ability for collective work.** 11.1 Implementing appropriate programmes to acquire the ability to successfully start an finish a task. 11.2 To design suitable learning situations to act with understanding and respect for different opinions and the maintenance Of good human relations. 11.3 The existence of suitable opportunities to improve this activity by acting with a sense of satisfaction. 11.4 Providing opportunities to gain competence in English while giving pride of place to the mother tongue. 11.5 Creating learning opportunities to acquire life skills through the experience acquired by continuously engaging in actions relevant to the promotion of knowledge, skills and attitudes. 11.6 Having opportunities to appreciate others by engaging in sports and cultural activities. 11.7 Having opportunities to study international tendencies through the acquisition of computer literacy and information technology. **12 The student is being directed to improve mental capabilities needed to work towards approaching his vision.** 12.1 Providing opportunities to achieve creative mental abilities by using the knowledge acquired from various sources through promoting the fivefold skills of reading, writing, speaking and thinking. 12.2 Existence of opportunities to understand concepts systematically according to analytical and synthetical thinking ability. 12.3 Existence of relevant projects which will promote the ability to take correct decisions about strategies to attain aims of objectives. 12.4 Providing relevant learning opportunities to explore and utilize Sri Lankan wisdom (Indicators 25-33). 12.5 Orientation of students for new inventions and creations. 12.6 Encouraging to approach learning society through knowledge management.	1. Regular religious activities	5	
	2. Disciplinary regulations & ethics	5	
	3. Health promotion programme	5	
	4. Physical & mental improvement programme	5	
	5. Different student projects	5	
	6. School tradition	5	
	7. Introducing social ethics,values & bahavioural systerm	5	
	8. Environment friendly programmes	5	
	9. Shramadana	5	
	10. Group Activities	5	
	11. Dialogue critics analysis & debates	5	
	12. Programmes to help others	5	
	13. Joyful learning situations (in as well as outside the classroom)	5	
	14. Activities to obtain life competencies	5	
	15. Inter house sports activities	5	
	16. Aesthetic activities	5	
	17. Computer literate programmes	5	
	18. Information Technology Programmes	5	
	19. Introducing international trends	5	
	20. Five folded language skill development programmes (inter classes/sections/schools)s	5	
	21. Launching publications (Electronic & printing media, wall papers & magazins)	5	
	22. Meetings with intellects	5	
	23. Utilizing Communication strategies such as conference & discussion	5	
	24. Workshops and meetings	5	
	25. Exploration of historic infomation	5	
	26. Agricultural & land utilizing activities	5	
	27. Opportunities to learn economic trends	5	
	28. Irrigation & technology	5	
	29. Architecture & finearts	5	
	30. Exploration of sciencetific exploration	5	
	31. Literature & Arts activities	5	
	32. Education and classical exploration	5	
	33. Exploration of other fields relevant to students'preferences	5	
	34. Exhibitions	5	
	35. New creation circles	5	
	36. Literary societies	5	
	37. Opportunities to approach learning society	5	
	38. Library facilities	5	
	39. Internet acilities	5	
	40. Strategies of knowledge management [Utilizing knowledge to fulfil ones objectives through exploring (Internet/Library) resource with knowledge relevant to personal or institutional activities]	5	

	When presenting conclusions on standards in the final report of the evaluation process, the following facts should be taken into consideration.
	  Internal Evaluation Committee - Widely Implemented - (5 Marks), Partially Implemented-(1-4 Marks)**,**Not Implemented **-** (No Marks)
	  External Evaluation Committee -Exellence in Standard- (5 Marks), Meets the Standard - (3-4 Marks) , Does not Meet the Standard - (1-2 Marks)		

Marks		200	

9
Curriculum Management and Quality Assurance

Quality control is a concept that attracted much attention in the industrial age which paid greater emphasis on the physical product than on the human contribution which facilitates production. This traditional process, which bears a resemblance to the inspections of the inspectors in the educational system of a by gone age sought to identify and reject the final products which fell short of the norm. In the face of the rejects and repetitions of this situation which heightened waste, quality control was replaced by another concept, Quality Assurance more recently. As a result of the space provided by this process to concentrate on quality before and during the production process, it was possible to minimize defective products. Developed countries which go even beyond this process having set their eyes upon Zero Defects, now place emphasis on a still none advanced concept, Accreditation. However this process which tends to question the reliability of processes used to increase compliance with standards, may not be quite appropriate to developing countries like Sri Lanka with many organizations deficient in resources.

It is clear to careful observers of these changes that to ensure a qualitatively improved future generation, the quality of education should also be protected. The Ministry of Education has already taken steps to enhance the performance of the Sri Lankan school system in better fulfilling the educational requirements of the country's Children. It has already become a function of the Management and standards unit of the Ministry of Education to examine the performance of schools, by exposing areas for evaluation, by identifying separately the standards associated with physical resources and the competencies linked to human resources and by establishing indicators to assess the levels at which standards and skills are achieved. It is the unit of organization, the school, which is in the frontline in bringing about the transformation decided upon for the benefit of the emerging generation of the country by successfully implementing the National Curricula. However even though the Quality Assurance of the education system commences in this way with the school, it should not be confined to the school. At a time when moves are afoot for the creation of a New Sri Lanka, securing the cooperation of the several other institutions that support the basic activities of the school in different ways, becomes especially important in an age such as the present.

The Curriculum introduced to Sri Lankan schools from 2007 is skill based. In order to produce a future generation capable of facing the challenges of a dynamic and complex global society, it is expected to implement this curriculum through a student centred, activity oriented approach. We know from previous experience that even so optimistic a change cannot be easily institutionalized in the relevant organization. As this situation will apply in regard to the organization which we call a school, it is necessary to identify the problem areas that would be encountered in implementing the Curriculum. This in turn puts into bold relief the need for a well planned quality assurance program to derive the maximum benefit from the physical and human resources devoted to general education.

There are many fields to which the attention of those attempting to assure quality in education should be directed. These areas which are linked at various levels to the implementation of curricula should be developed through changes with time. In these areas, the Vision and the Mission applicable to the goal towards which, on the development needs of the country the children are taken, become especially important. We have to next consider the identification of the fields and the activities in which schools should be engaged to achieve the vision through the mission. Under the processes what

become most important are the subjects and the activities that run parallel to these subjects that are chosen by the school, to achieve the skills that the curricula have decided upon. Also, the learning – teaching methods and methodologies that are vital for these activities

Several factors have a bearing on the success of these basic processes which are directly linked to the learning – teaching process which is at the heart of a school. The leadership provided by the management for the activities of the school, the community participation in the implementation of subject and subject related activities, the activities planned and implemented by the school for the welfare and benefit of the students and the staff are especially important among these. The Monitoring and Evaluation activities planned and implemented by the school as a self – assessment mechanism of the education standard of the school, and the external evaluations planned on the basis of these are two other activities which contribute to the realization of the mission of the school. The successful implementation of all thee activities hinge crucially on the inputs used. Hence the areas that should next attract the attention of a quality assurance programme are linked with the supply of inputs. While the size and composition of the academic and non – academic staff of a school constitute its inputs in the field of human resources, the infrastructure the school has put in place, to work out the curriculum and the material and time which contribute directly to a successful education are some inputs in the field of physical resources. By deciding on indicators relating to the vision and the mission and in respect of the activities undertaken and inputs used for their realization, and for the outputs in the form of student and staff performance, the quality assurance can be put into practice. Then, by achieving the level of skills shown by various evaluations, schools will have an opportunity of achieving the vision.

It is seen from the internal evaluations conducted by schools using indicators on standards / skills which are determined in an experimental background, for the areas identified as referred to above, that many   schools achieve at a high level the expected standards. As such, it would be necessary to establish the validity and reliability of these internal evaluations. For this, there in a striking need for an external evaluation. At the same time, there is a need to extend the quality assurance program to all the educational institutions involucel in the supply of services necessary for school education, instead of confining it only to the schools. In order to ensure that the suppliers of services on the one hand and the recipients of the services on the other are contented, it is necessary, at least every five years to subject all the organizations linked to general education, to an objective evaluation conducted by an external body. It is best if this impartial external evaluation is based on the findings of internal evaluations of these organizations and external evaluations at regional levels. Also, regularly publishing reports incorporating the good practices and problems identified in these organization can lead to the establishment of bench marks in respect of all the organizations subjected to evaluations. This will provide an opportunity to those directing education, to further promote the enthusiasm of those organization with a good performance and to extend a helping hand to those frustrated in the face of problems. This is turn, by taking all institutions in the field of general education to a qualitatively higher work culture, will enable the successful implementation of the National curriculum at the school level.

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10

Class Room Observations

Introduction.

According to the traditional education practices class room observations shall mean the observation of the lesson by an evaluator while a teacher is engaged in teaching, during a certain period ,in the class room, laboratory ,play ground or in any other place. This is a special function adopted in the evaluation of the school activities in all educational systems in the world.

The objective of this class room observation is to obtain the information required for observing the lesson based on the objective of the lesson introduced , importance of such objectives, methodology adopted by the teacher, during the prescribed period for achievement of such objectives and its productivity.

Use of Evaluation Forms

The General Form for this class room observation is utilized by the Ministry, Provincial, Zonal and Divisional Offices and by schools. It is a problem as to whether this General Form will be applicable for every lesson introduced. Specific features found in various subjects in the curriculum and the diversity and significance in the subject units at leas in certain subjects will be creating problems relating to the adaptability of a General Form. Apart from this, a subject unit will be required to be revealed by several lessons instead of a single lesson. In various instances, the first lesson as well as the next lesson and the last lesson will be in different modes. It will not be possible to adopt a general stage system in all lessons. Lessons will be of a multiple nature based on the learning sources (equipment) utilized by the teacher and the methodology adopted by him. The general forms which are in use at present, have been prepared mainly for the observance of teacher behavior according to the teacher centered teaching traditions. These forms are not adaptable for a student centered lesson which gives a prominent position for student behavior. Accordingly, problems will arise in preparing a general form as well as in utilizing such form. Although it is possible to prepare a very complex and detailed form as a remedial measure for this purpose, there will be obstacles in the process of properly observing the lessons as the evaluator will draw more attention to fill the form rather than observing the lessons.

Policies and Principles.

In the process of observing class room lessons, solutions can be found for the above problems by making observations under the following headings. Accordingly appropriate mark can be decided to award.

1. Objective of the lesson relevant to the subject Unit and importance of such objectives

2. A methodology adaptable to the school based on the serial order of lessons Allocated for the Unit and the manner of utilizing a phase system (Oral clarifications, group work, assignments, observations etc)

3. Sources utilized (Text Books, Work Books, other documents, various equipment, Environment and time, their adaptability and manner of utilization)

4. Teachers' behavior in the class room , style of speech, postures, gestures, paying attention for all students, adaptability to the lesson.

5. Student behavior (student centered tendency, their active participation in group work, discussion on students problems , role plays etc to be utilized and their adaptability to the lesson.

6 Class room environment (Friendly, Pleasing, Positive Environment & Internal Physical set up)

7. Evaluation of student achievement - (The position revealed by a lesson if it is related to an evaluation, the position revealed thereby)

8. Whether the plan of the lesson has been prepared under a proper standard ? Whether lessons are taught accordingly ? If there is a change how far it is appropriate ?

9 Extent of adequacy of the work which have been completed so far.

10 Overall value of the lesson**.**

Behavior of the evaluator observing the class room

- It is very essential to work from the beginning till the end of the lessons so that the whole lesson could be observed. Decisions should be taken based on the whole lesson.

- Action should be taken by drawing attention of both parties namely, teacher and student towards the lesson and not for you.

- It should be accepted that, at the stage of introducing the lesson, both Teacher and student are the owners of the class room . this function should be limited only to the observation of the lesson without any intervention to the learning teaching process implemented in the class room.

- Intervention, speaking or teaching should not be done although the lesson is found to be weak and that you are a specialist of the subject. Our intention is to obtain the information required for the development of the teacher and not for giving publicity to our knowledge or skills of our authority**.**

- This function should be limited only for the observations and refrain from any action that would be harmful for the self respect of the teacher in the presence of the student. Please refrain from utilizing observation time for inspection of students' exercises or evaluation reports.

- Apart from collecting information required for writing evaluation reports which should be done at the end , action should be taken to avoid obstacles for the observations that would be caused by starting to write reports inside the class room. Information can be noted down concisely.

- At the end of the lesson, students' performance evaluation reports and Documents should be observed and thereafter discussions should be held with the teacher in a suitable place relating to evaluation of lessons. This should be confined to a development discussion and please note it to be a goodwill discussion devoid of any criticisms or blame. An opportunity should be provided to the teacher too for expressing his views.

Class Room Evaluation

In evaluating the class room learning teaching process, the more accurate and fruitful methodology will be to perform the evaluation process, based on the evaluator's Professionalism. However it would be better to take action by treating the under mentioned class room evaluation forms as a guidance for the evaluator. But it should be noted that our intention is not to rely on these forms alone relating to class room evaluation. It is expected to prepare these forms in a manner to be reasonable for teaching purpose and as liked by the evaluator. In awarding marks for observations, attention should be drawn for the requirements such as teacher's preparation for the lesson, introduction of the lesson, lesson evaluation, teacher personality etc.

Scale of marks

Very Good	04
Good	03
Should be improved	02
Should be more improved	01

Primary Section

Class Room Evaluation Note

In the process of awarding marks attention should be drawn to following criteria areas. Maximum marks to be obtained is 100 and minimum is 25.

Scale of Marks

Very Good	04
Good	03
tisfactory	02
ould be developed	01

School:…………………………..   Subject:…………………

Name of teacher :………..   Class:……………..

Periods:……….   Date:…………..

01 Plan

Criteria	4	3	2	1	Development of Proposals /strengths
1 Annual / periodical plan					
2 Weekly / Two weekly notes					
3 Lesson Notes/ Daily Notes/ Sources					
4 Identify specific objectives					
5 Paying attention for learning methodologies & equipment					
6 Appropriate subject content					
7 Attention for time management					

02. Lesson Development

Criteria	4	3	2	1	Development of Proposals /strengths
8. Access to lesson					
9. Build up learning stages step by step					
10. Obtain active participation					
11. Group Activities					
12. Correct use of blackboard					
13. Proper use of learning equipment					
14. Pleasant classroom learning atmosphere					
15. Selection and use of appropriate methodologies					
16. Provide opportunities for creative `ability					
17. Exchange of teacher - student views					
18. Paying special attention for slow learners and gifted Students an organizing activities					
19. Motivating students					
20. Provide feed back					

03. Evaluation

Criteria	4	3	2	1	Development of Proposals /Strengths
21. Relating lesson with daily learning experiences					
22. Reasonable time allocation for assessment					
23. Assessing					
24. Taking measures to consolidate facts learnt					
25. Encouraging students for self studies and creativity					

(This is only a specimen form. Criteria can be changed according to the evaluator / Evaluation board)

Number of criteria evaluated:…………………………….

Total number of marks obtained"………………………..

Special Information / Suggestions

………………………………………
Signature of Evaluator

Name:………………………….…

Designation………………………

Official Address …………………

Date…………………….……..

Evaluation of Grades 6 to 11

In the process of awarding marks attention should be drawn to following criteria areas. Maximum marks to be obtained is 100 and minimum is 25.

Scale of Marks

Very Good	04
Good	03
Satisfactory	02
Should be developed	01

School:…………………………..   Subject:…………………

Name of teacher :………..   Class:……………..

Periods:……….   Date:…………..

Presentation

Criteria	4	3	2	1	Development of Proposals/Strengths
1. Annual plan					
2. Identifying activity plan					
3. Relevant activity process based on competency level and teaching methodology in progress.					
4. Proper time management					
5. Identifying quality inputs					
6. Interesting presentation of the lesson					

Development of the lesson

Criteria	4	3	2	1	Development Proposals/Strengths
7. Using assignments attached with explorative sheets					
8. Activity based learning					
9. Preparation of interesting learning events					
10. Appropriate teacher involvement considering slow learners and gifted students					
11. Learning Preceding teacher					
12. Using quality inputs					

Evaluation

Criteria	4	3	2	1	Development of Proposals/Strengths
13. Opportunities provided for assessment while performing activities					
14. Small group presentation to class of new discoveries					
15. Presentation of observations of other groups					
16. Providing opportunities for students to develop creativity skills					
17. Appreciating student presentation					
18. Tendency to inculcate social traits in personality development					
19. Selecting assessment tools					
20. Using appropriate assessment methodology					

Teacher Personality

Criteria	4	3	2	1	Development Proposals/Strengths
21. Classroom management					
22. A good voice control					
23. Communicating skills					
24. Teacher student rapport					
25. A firm personality with self confidence					

(This is only a specimen form. Criteria can be changed according to the evaluator / Evaluation board)

Number of criteria evaluated …………………………….

Total number of marks obtained…………………………..

Special Information / Suggestions

…………………………
Signature of Evaluator

Name:………….

Designation:………..

Official Address …………………

Date:…………………

Forms for Evaluation in Grades 12 – 13

In the process of awarding marks attention should be drawn to following criteria areas. Maximum marks to be obtained is 100 and minimum is 25.

Scale of Marks

Very Good 04
Good 03
Satisfactory 02
Should be developed 01

School:…………………………..   Subject:…………………

Name of teacher :………..   Class:……………..

Periods:……….   Date:…………..

Criteria	4	3	2	1	Development Proposals/Strengths
1. A systematic annual plan available					
2. A subject unit plan available					
3. Learning objectives identified					
4. Appropriate teaching methodologies used					
5. Learning equipment used in a suitable manner					
6. Concepts built up for exchange of resources					
7. Lessons linked with practical life					
8. Learning cases planned enabling student to refer to the world of works					
9. Opportunities provided for development of communication skills for students					
10. Explorative learning opportunities prepared					
11. Lesson developed to create interpersonal relationships					
12. Lesson developed to create favorable attitudes and behavioral patterns					
13. Interesting learning opportunities provided					
14. Learning objectives achieved					
15. Group activities provided					
16. Students' views are recognized					
17. Students' skills exhibited					
18. Using appropriate assessment methodology					
19. Feedback work planned					
20. Extended learning opportunities supplied					
21. Class management (Time, Physical resources, Students)					
22. A good voice control					
23. Communicative skills					
24. Teacher student rapport					
25. Firm personality with self confidents					

(This is only a specimen form. Criteria can be changed according to the evaluator / Evaluation board)

Number of criteria evaluated………………………….

Total number of marks obtained………………………..

…………………………………..
Signature of Evaluator

Name:………………..   Official Address …………………
Designation……………..   Date:………………

Evaluation Form (For Practical Subjects) 6 – 9

In the process of awarding marks for criteria attention should be drawn to areas such as teacher's preparedness, introduction of the lesson , evaluation of the lesson and teacher personality.

Scale of Marks

Excellent	05
Very Good	04
Good	03
Should be improved	02
Should be more improved	01

School:…………………………..   Class:……………..

Subject:…………………   Date:…………..

Name of teacher :………..   Evaluator's name:……….

Periods:……….

01. Lesson has been practically planned.

	5	4	3	2	1	Development proposals /Strengths
01 Lesson objectives identified for development of student skills						
02 Place planned suitable to be for practical activities						
03 Equipment placed suitably for practical activities						
04 Subject matters required are practically planned						
05 Skills necessary has been noted down						

02.Implementation stages of the lesson.

	5	4	3	2	1	Development proposals /Strengths
01Requirements identified and lesson developed by stages						
02 Teacher handles the lesson with enthusiasm						
03 Lesson introduced by active examples						
04 Student engaged in practical activities correctly						

03 Teacher assesses student activities while observing them

	5	4	3	2	1	Development proposals /Strengths
01 Teacher helps students when necessary						
02 Provides feedback by student examples						
03 Teacher-student inter-activities well exhibited by the lesson						

04. Evaluation material are prepared by teacher and used by him successfully

	5	4	3	2	1	Development proposals /Strengths
01 Students' list of names prepared						
02 Assessment equipment prepared						
03 Teacher keeps records while utilizing assessment equipment						
04 Identify students who require further nutrition and maintain their records						

05 Students' response obtained for evaluation process

	5	4	3	2	1	Development proposals /Strengths
01 Teacher's response for the lesson						
02 Student's response for the lesson						
03 Evaluator's observations based on teacher-student response						

06. Evaluation

	5	4	3	2	1	Development proposals /Strengths
01 Learning experiences linked with daily life						
02 Sufficient time to be allocated for assessment						
03 Reaching the objectives of the lesson						
04 Taking action to establish what is learned						
05 Refer students for self study and for creation						

Number of criteria evaluated…………………….

Total number of marks obtained………………

……………………………
Evaluator's signature

Name…………………..

Designation…………..

Official Address …………………

Date………………..

2nd Section

ISA

Competencies

The Competencies of In Service Advisors

The high level of competence of In Service Advisors in respect of their knowledge, attitudes and skills have an important bearing on the quality of education. The competencies that were recognized as essential in respect of teachers and principals were included in the internal evaluation guidelines issued by the Management & Quality Assurance Unit of the Ministry of Education in 2006. Thereafter the competencies deemed to be appropriate for In Service Advisors were complied during several workshops held in 2007, 2008 and 2009 with the participation of Provincial and Zonal Directors in charge of subjects and In Service Advisors.

To begin with, the common competencies the In Service Advisors should have, were identified. Thereafter, the competencies expected of In Service Advisors appointed for Primary Section, Science, Mathematics, Sinhala, English and Social Science were identified at the workshops held with the participation of a representation of Provincial and Zonal Directors in charge of relevant subjects and In Service Advisors. The competencies of In Service Advisors thus compiled were documented and given to Directors in charge of subjects who were also in charge of educational development in all the zones. Through subject directors the documented compilation of competencies of In Service Advisors were sent to them and changes were made based on their observations. These compilations were given to National Institute of Education and the Directors in charge of the subjects at the Ministry of Education in order to make them aware of the developments.

During 2007 and 2008, the Mangement & Quality Assurance Unit conducted a survey on the demand and supply of ISAs under the initiative of the Educational Sector Development Framwork as recommended by a group of World Bank representatives. Analysis of information collected from a selection of 09 Zones representing all the 09 Provinces with the participation of 466 In Service Advisors, 1050 Teachers, 45 Principals, and several Directors of Education in charge of educational development and Zonal Educational Officers through questionnaires and interviews revealed that only 01% of the In Service Advisors received any form of training during a six month period. It was also found that 28% of the In Service Advisors have had no formal training of any type and that 71% of the teachers have only been trained for a period of one week or a few days.

It is therefore necessary to provide a suitable training aimed at qualitative improvement of education for In Service Advisors in the near future. This training has to be directed on the basis of developing identified basic & specific competencies. ISAs should also be self-motivated to plan and implement their work leading to qualitative improvement by identifying the special competencies that should be acquired by them. All In Service Advisors should make an effort to study and improve the competencies essential for them mentioned above by realizing that it will help in maintaining the standards relevant to their subjects and that the proper guidance of teachers in charge of subjects will ensure the qualitative improvement of education. For this purpose the guidance and provision of appropriate opportunities by the Directors of Education in charge of subjects is essential.

General Competencies to be developed by In Service Advisors.

Objective

To increase competencies of ISAs and to offer them a professional self development approach to bring into existence an ecellent teacher generation to give a quality education for a quality society.

01. Competency to be engaged in professional activities with a broader vision in education.

1.1 To utilize philosophical psychological and sociological ethics in education according to the circumstances.

1.2 To create learning opportunities capable of overcoming changes in curriculum based on National Educational objectives and fundamentals.

1.3 To act by adjusting common competencies that contributes for the achievement of National Objectives with subject competencies.

1.4 To identify timely educational trends and contribute for teacher's professional development.

1.5 To act by safeguarding the dignity of the role of In Service Advisors within the various roles in the field of education.

1.6 To guide teachers by recognizing that education is an essential competency development process for livelihood.

1.7 To act with responsibility relating to clients.

1.8 To act with accountability relating to beneficiaries.

02. Competency in planning learning-teaching process.

2.1 Orientation of teachers for planning their subjects enabling to achieve the objectives.

2.2 Guide the teachers to plan learning opportunities enabling the development of common competencies.

2.3 Engages in support teaching subject performance level.

2.4 Plan activities to enhance subject performance level.

2.5 Draw attention of teachers relating to the implementation of curriculum fruitfully within the school by planning subjects annually/periodically.

2.6 Guide teachers to prepare meaningful learning opportunities prepared at every lesson unit.

2.7 Feeds the role of teacher by supplying subject/teacher development through feed backs and feed forward.

2.8 Assists teachers to prepare appropriate project to facilitate students with special needs.

2.9 Plans & implements activities related to professional role with time targets.

2.10 Directs teachers to increase subject knowledge through co- curricular Activities.

03. Competency as facilitator for professional development of teachers.

3.1 Identify teacher development are as regarding relevant subject and them.

3.2 Directs teacher to use fruitful learning opportunities through subject syllabus, text books and teacher instructional manual.

3.3 Directs to use different learning source.

3.4 Orientation of teachers to transform teacher role through analyzing transformations teacher role

3.5 Assists to create equipments and modern learning methodology to fulfill the objectives of the subject.

3.6 Explore with the teacher regarding changes in the teaching learning process through utilizing equipment and new teaching methodology.

3.7 Directs teacher to utilize quality inputs and school learning resources.

3.8 Encourages teachers through discussion and model lessons to enhance efficiency.

3.9 Provides new experiences through involving teachers in different activities to surface creativity of students.

3.10 Works with dedication by solving problems relevant to teaching the subject.

04. Competency of working in collaboration with different institutions and roles.

4.1 Increase the quality in classroom teaching learning process in collaboration with teachers related to his/her subject field.

4.2 Works for subject development with the principles of the division and other officials.

4.3 Assists to develop subject according to new trend in education with subject directors. (with maximum 10 operation)

4.4 Understands the place received for the role of ISAs within different roles of education.

05. Communication competence.

5.1 Manipulates language correctly

5.2 Exhibits proper communicative ability

5.3 Manages information well, to present.

5.4 Display subject proficiency through communication skills

5.5 Listens patiently.

5.6 Reports relevant information

06. Competency to identify new subject curriculum relevant trends through data collection relevant stands and analyze them.

6.1 Understanding subject syllabus, text books teachers guide and circulars well.

6.2 Collecting information through interviews with teachers, students and principles.

6.3 Studying collected data of observations of teaching learning process.

6.4 Collecting data through questionnaires sample surveys and pilminary resource.

6.5 Identifying new trends, strengths and problems through analyzing collected data.

6.6 Utilizing the new trends to develop teaching learning process.

6.7 Utilizing, experiences and knowledge gained through information of teacher development

07.   Competency to engage as a resource person.

7.1   Explains the philosophical base of modern system of education.

7.2   Maintains the subject knowledge.

7.3   Analyze modern curriculum according to educational standards and time frame.

7.4   Authentically analyze changes in teachers role.

7.5   Specifies competency level

7.6   Introduce new methodologies to gain teaching out comes.

7.7   Guides the students regarding their development through model activities.

7.8   Subject achievement levels will be built.

7.9   Guide the teachers to fulfill target.

08.   Competency on monitoring of Evaluation.

8.1   Identify teacher – student needs through monitoring teaching learning process.

8.2   Search whether utilizing teaching resources efficiently.

8.3   Explains necessity of assessment and evaluation according to the way students learn.

8.4   Informs students that they will be personally benefited because of assessment and evaluation.

8.5   Explains the relationship of teaching learning process and assessment.

8.6   Directs to maintain records through using different evaluation methodology.

8.7   Makes Teachers realize that each student should be able to reach required competency level.

8.8   Utilizing experience gained through national examination and evaluation procedure.

09. Competency to utilize suitable strategy to implement curriculum efficiently.

9.1   Guides schools to conduct subject quality circles.

9.2   Active participation of teachers will be taken for teacher quality circle.

9.3   Effective solutions given through discussion of problems regarding.

9.4   Opportunities provided for sharing experience of teachers.

9.5   To uplift teachers knowledge through continuous teacher education programmes in collaboration with the teacher centres.

9.6   Conduct programmes.

10.   Management Competency.

10.1 Observe code of ethics to maintain professionalism.

10.2 Display exemplary behavior.

10.3 Plans organizes and implements activities related to his/her professional role.

10.4 Monitors fulfilled target.

10.5 Perform human resource co-ordination effectively.

10.6 Punctual at arrival and departure.

10.7 Display leadership qualities.

12

Specific Competencies to be developed by In Service Advisors

I
Specific competencies to be developed by In Service Advisors - PRIMARY

01. Interprets the Syllabus accurately

1.1 Derives the ability to work based on an educational psychology

1.2 Utilizes the philosophical basis in education and sociological essences according to the circumstances.

1.3 Provides an understanding relating to activities in identifying children in Grade One and objectives of such activities.

1.4 Derives a proper understanding relating to sequence and expansion of syllabuses from Grade 1 to 5 and the manner of its horizontal and vertical spread

1.5 Exhibits an over whelming knowledge on the syllabus content

1.6 Acquires competency for localizing the syllabus activities.

1.7 Derives the ability to identify children having special needs in education and for creating educational opportunities for them.

1.8 Introduces discretionary and essential competencies relating to each matter based on the syllabus.

1.9 Explains the manner of maintaining standards introduced according to the Primary curriculum.

02. Guidance for the formulation of subject policies in the school

2.1 Derives the ability to motivate teachers for the preparation of subject policies enabling to achieve the national objectives

2.2 Provides guidance for the fruitful use of quality inputs in implementing subject policies

2.3 Provides a proper understanding by the ISA relating to preparation of Annual Plans and Daily Plans approved by the Province.

2.4 Provides ability for class room management under subject policies in school

2.5 Issues instructions for updating the knowledge on Primary Education circulars

2.6 Provides guidance for the teacher for the preparation of activities according to various subjects.

2.7 Introduces learning/teaching methodologies suitable for Primary Education

2.8 Provides a proper understanding on multi Grade and Multi sphere teaching methodologies.

03 Improves the learning teaching process.

3.1 Shares with teachers the experiences gained relating to creative learning teaching methodologies in the first second ant third key stages in Primary education.

3.2 Provides guidance for utilizing aesthetic activities in a creative manner in the learning teaching process

3.3 Motivates to utilize natural environment and the relevant phenomena for the learning teaching process

3.4 Information is properly managed and introduced.

3.5 Builds up a favourable inter personal relationship

3.6 Provides guidance for using learning aids effectually for the learning teaching process

3.7 Works with a better dedication for the development of quality in Primary Education

3.8 Builds up a strong personality endowed with values

04 Provides assistance to improve the quality in testing

4.1   Provide the ability to prepare the performance and diagnosis test items

4.2   Guides the teacher to prepare tests enabling to asses the student competencies

4.3   Issues instructions for the diagnosis of the acquisition of competencies by analyzing the student response assessed by the tests.

4.4   Plans and implements the students' feed back programs.

4.5   Provides guidance for teachers for remedial programs by continuous analysis of student performance levels

05   Maintains Resource Centers

5.1   Awareness will be gained relating to sources required to identify the physical and human resources available in the area

5.2   Guidance will be provided for the creation of class room library/toys unit/ playing compound/ primary playing unit/ learning premises (sand corner, environment corner, book corner..).

5.3   Human resources in the area will be identified.(Ayurvedic Doctor, self employed persons, persons having special abilities)

5.4   Issues instructions to maintain resource files

5.5   A model resource center will be prepared along with the Primary teachers

06.   Horizontal and vertical relationship of the entire curriculum will be clarified

Horizontal Project ————————▶

Vertical

Grade	Maths	Mother Tongue	Religion	Environment Related Activities	Oral English	Nat. Second language
5						
4						
3						
2						
1						

Vertical -: Relationship among several subjects from Grade 1-5

Example> Mathematics in Grade 3 with Mathematics in Grade 4

1.   From simplicity to complexity in syllabus of Grades 1-5 is clarified in the Vertical Project

2.   Provides guidance to prepare learning equipment according to the subject and changes in Grades

3   Assists for use of learning methodologies relevant to the subject and Grades

4   Provides competencies required to use various sources for development of Students competencies relevant to the Grades

5   Every teacher will get an understanding on Syllabus 5

Horizontal - : Relationships between subject content relevant to each Grade

Example: Relationships between mother tongue/environment/Mathematics In Grade 3

1   Relationship between the content in various subjects in Grades 1- 5 clarifies the content in syllabus in depth.

2.   Provides competencies relating to psychological sociological and philosophical basis relating to child development stages and requirements.

3.   Provides competencies in planning activities relevant to teaching subject matters.

4.   The competency in creating subject integration among relevant subjects will be evaluated.

5.   Provides guidance to gain competency relating to utilization of various Sources and resource

07   Amalgamated to the world of works along with practical work

7.1   There will be an ability to identify the co-curricular activities that would be suitable for the Primary section providing assistance for the development of life competencies.

7.2   It will pave the way for development of appropriate co-curricular activities

7.3   It will indicate how the activities of the world of works included in the syllabus are directly connected

7.4   Strategies for the development of learning interest will be developed by such identified specific activities.

7.5   Skills for development of creative thinking will be provided through the activities related to the syllabus

7.6   Instruction will be given to obtain the assistance from suitable resource persons for development of practical activities.

08. Competencies will be provided relating to Co-curricular actitivities

8.1   Co-curricular activities will be selected according to the students requirements related to Primary education in the school.

8.2   Co-curricular activities selected accordingly will be selected and decided at the discussions held jointly with the Heads of Primary divisions and Principals.

8.3   Experiences gained from other schools in the division will be adjusted for conducting co-curricular activities.

8.4   Activities will be planned and implemented along with the teacher/teachers of the relevant schools

8.5   Action will be taken jointly with the teachers through the management of physical, financial and human resources according to the requirements.

8.6   Information relating to this will be kept updated

8.7   Evaluation and feed back activities will be performed.

09. Mother tongue and life competencies will be strengthened

9.1   For the proper advancement of the mother tongue a competency will be correctly provided in the four fold language skills (listening, speaking, reading and writing)

9.2   Various methodologies will be introduced and implemented for this purpose.

9.3   Language skills will be monitored in the process of support teaching.

9.4   Student performance levels will be ensured

9.5   Future feed back programs will be introduced for the enhancement of performance levels

9.6   Data will be collected and analyzed for examining the progress within the division.

10. Student teacher feed back will be provided by research approach.

10.1   There will be an understanding relating to activities for identifying the children in the first ands second Key Stage

10.2   Sociological understanding for identifying activities will be explained to the school system

10.3   Teacher will be assisted in the preparation of learning activities based on the identified strengths and weaknesses.

10.4   Teacher will be assisted in the implementation of guidance and learning techniques required by children having special needs

10.5   Teacher Profession will be empowered for development

10.6   Reports on assessment of children will be monitored

10.7   Teachers will be provided with awareness on the strength on activity based research work.

10.8   In Service Advisor will work as a researcher

Specific competencies to be developed by In Service Advisors - SCIENCE

1. Interprets the Syllabus accurately

1.1 While having a knowledge on the competencies and 8 objectives relating to Science curriculum of Grades 6 -11 refers the teachers to implement them.

1.2 Investigates the competencies and competency levels in Science curriculum of Grades 6-11 from an organized point of view.

1.3 Investigates in an organized manner the subject matters indicated under each competency level in the Science Teacher Guides of Grades 6-11

1.4 Investigates the specific features relevant to Science subject

1.5 Investigates in an organized manner as to whether the time targets given are realistic

1.6 Explains the system of maintaining standards to ensure the quality in Science curriculum for the awareness of teachers

2. Takes action to improve the learning teaching process

2.1 Provides guidance to utilize the explorative system proposed for teaching Science in a meaningful manner

2.2 Observes the learning teaching process and directs teachers to carry out the work meaningfully through the threefold roles.

2.3 Emphasizes that deployment should be linked with the content in exploration

2.4 Provides guidance for the selection and use of appropriate quality inputs in the exploration.

2.5 Provides guidance to maintain a collection of Technological implements and learning aids which could be made applicable for the science concept performance.

2.6 Intervenes for the learning teaching process in the Science subject based on a scientific thinking

2.7 Provides guidance for the achievement of competencies in the Science subject.

2.8 Issues instructions to teachers for subject development through quality circles and for exchange of experiences.

3. Improves the Assessment and Evaluation methods and procedures

3.1 Introduces the difference between assessment and evaluation clearly

3.2 Provides guidance for teachers in the preparation of assessment and evaluation criteria

3.3 Provides guidance in the correct use of assessment in the learning teaching process

3.4 Clarifies that action should be taken to bring the student to the approximate proficiency level within the learning teaching process

3.5 Directs the teachers to obtain correct pre feed and feed back by identifying strengths and difficulties within the assessment

3.6 Provides guidance to give meaningful marks for the school based assessment by utilizing equipment for pleasing and criteria based various appropriate assessments

3.7 Provides guidance for teacher development too through self assessment

4 Takes action for improvement of quality in Term Tests

4.1 Prepares methodologies to bring every body at least to the approximate proficiency level.

4.2 Exhibits the ability to set questions for the Science subject suitable for an authentic evaluation methodology

4.3 Prepares Science teachers for selecting and preparing questions

4.4 Improves ways and means to bring a majority to the minimum performance level in Science question papers.

5 **Provides assistance for the formulation and implementation of Science subject policies within the school**

5.1 Provides proposals at the stage of formulating national policies on Science subject

5.2 Provides guidance for teachers for planning co-curricular activities while providing necessary assistance to implement National Policies on Science subject within the class room

5.3 Provides necessary assistance for the awareness of the civil community of the school relating to national policies on Science subject.

5.4 Provides awareness at the Progress Review meetings relating to standards in quality development in implementing the subject policies within the school

5.5 Provides guidance required for the implementation of decisions taken at the Zonal meeting relating to implementation of Science subject policies.

6. Maintains the Laboratories and Field Training Centers efficiently

6.1 Provides guidance properly for the teachers to maintain the laboratories efficiently and fruitfully.

6.2 Prepares the support equipment required for teaching Science

6.3 Contributes for planning annual implementation work in the Field Center

6.4 Provides Resource contribution for annual board of survey work in Field Centers

6.5 Provides contribution for board of survey work in Laboratories

6.6 Provides contribution in the preparation of Science equipment registers and in the distribution of science equipment

7. Studies the horizontal and vertical relationships in the whole curriculum

7.1 Provides assistance for teachers in the clarification of horizontal and vertical relationships among various competencies between Grades and in the same Grade

7.2 Emphasizes the relationships in the integrated subjects relating to Science subject in Grades 6-9

7.3 Indicates the integration among Physics, Biology and Chemistry which are the main components within the Science subject , for awareness of teachers

7.4 Indicates that Science curriculum is built up linked with life and phenomena linked with the life.

8   Amalgamated to the world of works along with practical work

8.1 Provides guidance to utilize the scientific method in problem solving

8.2 Selects and introduces the mass of practical work existing within the Science syllabus

8.3 Provides guidance for using the standard and support equipment for the laboratory settings   meaningfully

8.4 Provides guidance for the integration of practical work with the activities arising in various instances in the day to day life.

8.5 Provides guidance for the utilization of practical activities for the requirements in day to day life.

9   Provides assistance   to strengthen the mother tongue and life competencies.

9.1 Provides guidance for the teacher relating to the requirement of handling mother tongue correctly for building up scientific thinking

9.2 Issues instructions for the correct usage of glossary terms relating to Science subject.

9.3 Obtains the assistance of competencies achieved in Science field for the solution of problems in day to day life.

9.4 Provides guidance to utilize scientific knowledge for a healthy life pattern physically and mentally

9.5 Provides awareness for teachers on utilization of scientific knowledge for future job opportunities.

9.6 Refers teachers to identify the dynamic nature and limits in science to evaluate information received through media under scientific criteria.

10. Provides teacher student feed back through a Research Approach.

10.1 Explains the use of research significantly as a regular explorer relating to problems arising in the learning teaching process in Science (in the physical and created environment)

10.2 Provides guidance in obtaining research based observations and in reporting data information.

10.3 Provides assistance for the teacher to arrive at the research results and conclusions after analyzing such information

10.4 Provides awareness for the relevant stake holders relating to research results and conclusions and for using them for future requirements

10.5 Provides guidance for the teachers to be engaged as a regular explorer

Specific competencies to be developed by In Service Advisors – SOCIAL SCIENCE

1. Interprets the Syllabus accurately

1.1   Identifies the objectives of the subject

1.2   Identifies competencies and competency levels of the subject

1.3   Identifies the subject content of the competency levels indicated in the Teacher Guides

1.4   Investigates the specific features in Sociology subject

1.5   Investigates whether the time targets given are realistic

2. Takes action to improve the learning/teaching process

2.1 Identifies the various learning/teaching methodologies

2.2 Builds up a pleasant learning atmosphere

2.3 Utilizes the new learning format

2.4 Refers teacher for the use of quality inputs

2.5 Guides the teacher for subject development activities by quality circles

3. Improves the assessment and evaluation methods and procedures

3.1   Provides guidance for correct use of assessment in learning/teaching process

3.2   Prepares criteria and evaluation equipment for assessing student-teacher competencies

3.3   Provides guidance to identify strengths and problems by using evaluation criteria

3.4   Directs teachers to provide pre-feeds and feed backs

3.5   Indicates that it is necessary to bring all students at least up to the approximate competency level

4. Prepares a term test with higher quality

4.1 Issues instructions to identify proficiency levels according to subject unit prescribed for the term

4.2 Provides guidance to prepare testing equipment adaptable to Grade level

4.3 Issues instruction to teachers to prepare testing equipment enabling to assess various levels of all students

4.4 Obtains analysis reports relating to term test

4.5 Data obtained by analysis will be utilized to make the future tests to be successful

5. Prepares a subject policy for the school

5.1 Provides a proper understanding relating Circular orders, rules and regulations on national level relating to the subject.

5.2 Educates teachers relating to planning subject policies

5.3 Assists the school community for properly implementing the subject policies of the school within a specified time frame

5.4 Contributes for the nourishment of quality education through the subject policy evaluation implemented in the school.

6. Maintains the Resource Unit

6.1 Identifies the existing resource unit

6.2 Provides instructions to create units in schools where resource units are not available (Through community relationships)

6.3 Takes action to prepare equipment related to the subject and to improve the available equipment

6.4 Assists for meaningful use of new knowledge by the exchange of resource available among schools

7. Builds up vertical and horizontal relationships in the entire curriculum

7.1 Acts with an understanding of the inter relationships in Grades 6 and 7 and in subject titles

7.2 Subject matters are organized with an understanding of the relationships existing Grades 6 and 7 and among various subject titles

7.3 Indicates to the teachers the relationship and the integration between the Sociology subject and other streams.

8. Refers to the practical world of works

8.1 Introduces the opportunities for access to the world of works through subject matters.

8.2 Prepare necessary plans to develop accesses for implementing the identified opportunities.

8.3 Acts by identifying the new trends for access to the world of works by overcoming the future challenges

8.4 Gives instructions to be sensitive to the physical and human environment systems

9 Strengthens the mother tongue and life competencies through the subject.

9.1 Improves the four fold language skills through the subject (Listening. writing, reading and speech)

9.2 Highlights the requirement   for the development of a balanced personality while   improving the psycho social competencies in the student

9.3 Indicates relevancy of Sociology subjects for living as a successful citizen

9.4 Issues instructions to the teachers to provide competency in the management of new knowledge through the Sociology subject.

9.5 Provides guidance to teachers relating to development of social competencies   and life competencies (patience on views, working with cooperation, sharing resources)

10. Student-teacher feedback by a research approach.

10.1 Identifies the problematic instances in the learning /teaching process

10.2 Acquires necessary skills with a proper awareness on testing methodologies

10.3 Introduces the activity based research approach to the teachers

10.4 Feedback programs are planned and implemented.

Specific competencies to be developed by In Service Advisors - MATHEMATICS

1. Syllabus is interpreted accurately

1.1 Teachers are referred to understand the 05 objectives of the Mathematics subject in Secondary Grades and to implement them

1.2 Teachers are referred to the development of basic Mathematics concepts by correctly interpreting the Primary syllabus.

1.3 Teachers are motivated to be talented in the subject.

1.4 New timely trends in the syllabus will be identified and they will be explained to the teachers.

1.5 Thereby the requirement of updating their knowledge will be clarified to them

1.6 Teachers will be guided to impart new knowledge for students

1.7 The manner of maintaining standards to ensure the quality in the Mathematics stream will be explained to teachers.

2. Improvement in the learning/teaching process

2.1 Teachers will be guided to ensure the use of basic Mathematics concepts by analyzing students' performance levels through Diagnosis tests.

2.2 Teachers and students will be directed towards pleasant learning/teaching methodologies

Example :   1 Introduction of learning/teaching equipment and new Technology

2. Provide guidance to conduct sports and entertainment Programs in order to make mathematics to be a pleasing subject for students

2.3 Teachers are directed to draw continuous attention relating to the performance level of slow learning students.

2.4 Teachers are guided to plan and implement pre-feeds and feed backs commensurate with the performance levels

2.5 Teacher is referred , whenever possible to use learning aids and activities to ensure basic mathematics concepts.

2.6 Instructions are given to the teacher for subject development through quality Circles and for exchange of teachers' experiences.

3 Improves the Assessment and Evaluation methods and procedures

3.1 Provides guidance for teachers in the assessment process to identify students' strengths and problems

3.2 Provides guidance for the correct use of assessment in the learning teaching process

3.3 Teachers are referred to direct the students towards the proficiency level by the identified assessment and evaluation methodologies.

3.4 Refers the teachers to select the evaluation methods more suitable for the Mathematics subject out of the identified evaluation methods.

4. Provides guidance to prepare higher quality term tests

4.1 Issues instructions to prepare of mathematical questions through events related to life

4.2 Prepares question papers on Zonal/Provincial/Divisional levels

4.3 Builds up a standardized question Bank for term tests.

4.4 Provides guidance to prepare questions that include Preliminary, Medium and Higher level questions

4.5 Issues instructions to prepare questions for the term covering all specified units.

5. Issues instructions to prepare school subject policies

01. Teachers' attention will be drawn to conduct additional classes for the Mathematics stream

02. Provides guidance for the teachers to implement plans for students competency based co-curricular learning

03. Teachers will be motivated for use of learning equipment related to lessons

04. Diagnosis tests for identifying students' strengths/weaknesses will be prepared and introduced to teachers

05. Teachers will be oriented for organizing remedial programs for the identified weaknesses.

06. In the purchase of quality inputs lists of equipment will be introduced which are relevant to Mathematics lessons.

07. Director in charge of the subject will be notified relating to the manner of implementing subject policies in the school.

6. Encourages the maintenance of Resource Centers (Mathematics laboratories)

6.1 Motivates teachers to start a Mathematics laboratory in the school utilizing the available resources

6.2 Collects information relating to various Mathematics laboratories (Books, magazines, internet /other schools)

6.3 Directs teachers for utilization of Mathematics laboratories more fruitfully (Equipment, creations usage, purchase)

6.4 Educates teachers relating to maintenance of Mathematics laboratories

6.5 Monitors on the utilization of Mathematics laboratories

6.6 Serve as a Resource Person effectively in workshops in the school

7. Practical work/ Refers to World of Works

7.1 Identifies the professions that receive inspirations from Mathematical themes directly

7.2 Mathematical knowledge is made to be practicable for the success in selected professions and in the normal life span

7.3 Directs both students and teachers for the creation of productions by utilizing mathematical knowledge.

7.4 Provides practical experiences to the teacher in keeping with the new world

8. Studies the vertical and horizontal relationships of the whole curriculum

8.1 Clarifies the vertical relationship of the Mathematics curriculum among Grades 6-11 according to the Mathematics concepts

8.2 Instructs teachers to understand the vertical and horizontal relationships among various competency levels, among Grades and in the same Grade

8.3 Guides teachers to identify the relationship existing between the secondary and junior levels in other subjects and the mathematics subject.

8.4 Directs teachers to build up life skills of students by use of mathematics subject

09 Gets the assistance of mathematics subject to strengthen the mother tongue and life competencies

9.1 Explains the significance of mother tongue for solving mathematical problems

9.2 Guides teachers to build up life competencies through the Mathematics subject

9.3 Guides teachers to utilize mother tongue correctly within the mathematics subject for the achievement of mathematics concepts and development of students' thinking ability.

10. Provides teacher-student feedback by a research approach

10.1 Instructs teachers to diagnose a misunderstanding among students relating to Mathematical concepts and procedures by conducting researches

10.2 Directs teachers to understand weaknesses in the teaching process by utilizing research techniques suitably

10.3 Directs teachers to provide feed back for students through research diagnose

10.4 Strengthens mathematics teachers by providing feed back for the problems related to teaching methodologies.

10.5 Contributes to develop teacher attitudes required for encouraging children properly by properly identifying the new trends in the curriculum .

10.6 Submits the relevant information to the Zonal Review Meeting by monitoring the work of the mathematics teacher

Specific competencies to be developed by In Service Advisors – SINHALA/TAMIL
(as a 1st Language)

1. Interprets the Sinhala Syllabus accurately

1.1 Interprets the Syllabus, Teacher Guides accurately and with a broad based educational philosophy

1.2 Accurately interprets the Circulars relating to subject changes of the language and literature subject and gathers knowledge.

1.3 Illustrates the manner for applying the Teacher Guides in conformity with the text books and Syllabus.

1.4 Provides awareness for teachers with a proper understanding of the Syllabus

1.5 Assists the teacher for the development of competencies indicated in the Teacher Guide

1.6 Motivates the teacher for explorations by the study of classic literature

1.7 Explains to the teachers how to maintain standards introduced relating to the establishment of quality in Sinhala curriculum.

2 . Improves the learning / teaching process

2.1 Motivates teachers to plan objectives of the language and literature subject enabling to achieve the Common National Objectives

2.2 Provides guidance for both teachers and students for the creation of suitable pleasing learning/teaching processes for the development of energies for listening, speech, reading writing thinking & for appreciation among children.

2.3 Assists the teacher for solving his subject problems as a facilitator

2.4 Guides the teacher for the creation of a class room with an appropriate environment for working in terms of the approved rules and regulations in the written and oral usage of the language

2.5 Motivates the teacher for the creation of suitable co-curricular activities for the development of energies for the expression of views and for grasping in a settled and meaningful manner according to the circumstances.

2.6 Motivates the teacher for the use of various learning/teaching methodologies.

2.7 Guides the teacher for subject development and exchange of experiences through quality circles.

3. Improves the assessment and evaluation methods and procedures.

3.1 Assessment is correctly used within the learning /teaching process

3.2 Guides teachers for correct preparation and use of assessment and evaluation criteria

3.3 Explains that action should be taken to bring the student to the approximate proficiency level

3.4 Directs teachers to provide pre feeds and feed backs by correctly identifying the strengths and weakness through assessment

3.5 Introduces new criteria   for development of communication skills and language abilities

4 Improves the quality in term tests

4.1 Guides to prepare term tests by the diagnosis of information relating to weakness and strengths existing in the class room learning/teaching process monthly through subject quality circles.

4.2 Prepares methodologies to bring students to approximate proficiency level by systematically preparing question papers from the prescribed subject units.

4.3 Exhibits the ability to set question papers adaptable to a quality evaluation system

4.4 Refers teachers to conduct school level tests that could assess the four fold language skills

5. Provides guidance for the preparation of subject policies.

5.1 Necessary instructions are provided for implementation on the level of each Grade in every school in accordance with the National objectives and subject objectives.

5.2 Prepares necessary programs to implement a defined number of co-curricular activities in addition to the learning / teaching process.

5.3 Guides the teachers for obtaining cooperation from the school community in the preparation of subject plans in schools.

5.4 Guides in the exhibition of abilities and skills identified from Extra Curricular and Co-curricular activities.

5.5 Necessary Guidance is provided for obtaining the assistance from Resource Persons who are specialized in the formulation of subject policies according to national objectives and general competencies.

6. Encourages for starting and maintaining Resource Centers

6.1 Provides instructions to identify and collect equipment on school level which are required to overcome language weaknesses.

6.2 Provides opportunity to observe the facilities available in schools and for the utilization, storing and for preparing an appropriate environment for such equipment (Cassettes / ancient books etc)

6.3 Takes necessary action to provide the necessary energies to teachers for the creation of a practical learning/teaching process.

6.4 Works as a facilitator in the collection of ancient books and daily news papers periodical magazines and to improve the children's language ability by utilizing them correctly.

6.5 Will become a Resource Person in the school and in work shops.

7. Refers to the practical world of works.

7.1 Provides necessary instructions to understand the common features and the functions in the language and to safeguard and maintain its quality

7.2 Provides the energy required to identify the multiplicity of languages according to the various nations social groups professions and areas and to be socialized while getting adjusted to its identity and common nature.

7.3 Indicates how the language can be utilized to create a suitable atmosphere to minimize the social and individual problems arising owing to expression of views

7.4 Provides guidance to develop vision and appreciation of life by Resource Persons having specialized knowledge by utilizing universal literature and modern and ancient verse and prose material that analyze the human life

7.5 Introduces the practical activities leading to develop the four fold language skills for gaining communication skills.

8. Develops Life Competencies

8.1 Explains the significance of paving way for life by indication of favourable response and by listening to others

8.2 Provides guidance to develop the individual's aesthetic feeling and artistic talent by utilizing literary creations.

8.3 Provides instructions to develop various language skills that assist to overcome the professional challenges.

8.4 Provides guidance for the teacher to develop abilities for the students to express their views meaningfully and without leading to any controversial situations

8.5 Develops the ability to introduce any event or view leading to create personal sensitivity

8.6 Indicates through practical activities how the mother tongue will help to develop life competencies.

9. Studies the vertical and horizontal relationship in the whole curriculum.

9.1 Explains how the vertical relationship of the Sinhala Curriculum between Grades 6-11 will assist to develop the students thinking.

9.2 Will highlight the significance of the medium language for learning various
subjects between Grades and within the same Grade

9.3 Will explain how the mother tongue will contribute for the horizontal relationships among the various competency levels of students

10. Provides student feed back by a research approach

10.1 Refers teachers to implement remedial learning after identifying the problems by Analyzing data relating to performance level.

10.2 Provides guidance for development of professionalism by identifying the trained and un-trained teachers through the data analysis

10.3 Action will be taken do researches on new learning methodologies and learning aids and to introduce them to teachers

10.4 Implements school based teacher development programs by collecting data through a research approach relating to teacher development requirements

10.5 Guides the teacher to act as a regular explorer

Specific competencies to be developed by In Service Advisors - ENGLISH

1. Interprets the subject curriculum accurately

1.1 Demonstrates subject Knowledge and masters the language

1.2 Knows the changes of the curriculum, syllabus instructional manuals text books and all other relevant document.

1.3 Summarizes the subject contents.

1.4 Explain the importance of English.

1.5 Explains teacher how to utilize already introduced standards in order to develop subject curriculum to issue education quality.

1.Develop Pedagogical skills of the teachers relating to ELT.

2.1 Demonstrates lessons in English.

2.2 Introduces new techniques in ELT.

2.3 Shows exemplarary teaching models.

2.4 Provides learning opportunities for students and teachers.

2.5 Motivates the teachers using innovating, joyful learning experiences.

2.Takes action to improve assessments and evaluation procedures.

3.1 Makes aware of modalities of assessments

3.2 Prepares assessment tools and criteria.

3.1 Provides suitable assessing techniques.

3.2 Creates remedial measures for further development with feedback.

3. Contributes to the improvements of quality Term test.

4.1 Prepares model questions.

4.2 Formulates question banks.

4.3 Selects suitable Test Items according to the levels of students.

4.4 Determines relevant criteria for marking.

4.5 Administers and maintains quality of the term tests with analysis report.

4.6 Monitors the evaluation process after the term test.

5 Formulates a policy for the subject

5.1 Selects relevant subject policies.

5.2 Plans necessary learning experiences

5.1 Organizes all opportunities and activities.

6 Guides to maintain resource centers and make use of other quality inputs.

6.1 Collects suitable equipments and materials for teaching and learning.

6.2 Familiarizes the relevant learning equipments.

6.3 Develops center or place to accommodate as a resource center.

6.4 Utilizes all materials when and where necessary.

6.5 Informs how to obtain quality inputs.

7 Analyses the total curriculum to be familiar with vertical and horizontal links in relation to the subject.

7.1 Prepares activities to engage in authentic situation.

7.2 Organizes language competition, games and opportunities to experience the language.

7.3 Develops personality's traits by involving in activities.

7.4 Encourages supplementary activities.

7.5 Organizes practical issues in teaching learning process.

8 Provides practical work related to the world of work.

8.1 Develops presentation skills.

8.2 Organizes practical sessions simulations to develop competencies.

8.3 Improves communicative skills.

8.4 Develops pronunciation and language proficiency.

8.5 Develops values and attitudes related to the world of work.

8.6 Manages time.

9 Takes actions to develop link language competency through the subject.

9.1 Develops global thinking and local identity.

9.2 Develops cooperative and collaborative learning principles.

9.3 Internalizes language structures and polite responses.

9.4 Develops intercultural relationship to encourage globalization.

10 Provides feedback and encourage research.

10.1 Identifies the weaknesses, strengths, problems of teachers and students.

10.2 Provides suitable opportunities to solve the problems

10.3 Conducts action research to findout solutions for their problems

3rd Section

Annexes

Annexes

Educational Standards in Evaluation Fields Based on School Development

The seven educational fields described hereafter shall consist of the related evaluation equipment, educational standards, indicators and criteria It could be utilized for the self development and for the internal evaluation. On the other hand it can be used by the external evaluators too for making their evaluation activities to be meaningful. The concise format based on these standards and indicators which could be used for external evaluation activities is indicated in Chapter Five.

General Management - Annexe I

Instructions:

Please decide and note down the number of marks to be given under the position entitled by considering in general the matters relating to the indicators submitted here under each standard.

Excellent	-	5 marks
Very Good	-	4 marks
Good	-	3 marks
Satisfactory	-	2 marks
Should be developed	-	1 mark

Please use the dotted lines for indicating your observations in evaluation activities.

Indicator No.1- Vision of the school
1 Vision has been prepared…………………………
2 Is in conformity with accepted educational vision…………..
3 Has been exhibited……………………………....
4 Awareness provided for school community…………………
5 Vision reflected through Management Process…………………..

5	4	3	2	1

Indicator 2 Mission of the school
1 Mission prepared according to vision…………………………
2 Mission exhibited…………………………………………...
3 Awareness provided for school community……………………..
4 School objectives oriented according to Mission…………………..
5 Activities implemented accordingly………………

5	4	3	2	1

Indicator 3 – Five Year Plan
1. Objectives made specific………………
2. Programs/Projects/ planned according to objectives…………
3. Functions and responsibilities assigned in writing……………………….
4. An evaluation Program is included……………………………………
5. Progress Monitoring Methodology identified
     and implemented…………………….

5	4	3	2	1

Indicator No. 4 - Annual Action Plan
1   Circular orders followed……………………………….
2   Annual Calendar and Annual Programs prepared………………..
3   Related Estimates correctly prepared…………………….
4   Correct strategies prepared for supply of physical and human resources…………….
5   Progress Monitoring Methodology identified and implemented

5	4	3	2	1

Indicator 5 – Physical environment in office is systematic

1. Office furniture and equipment properly placed…………….
2. An updated Information System is available…………………
3. Teachers and students statistics and information exhibited………….
4. Office premises properly maintained………………………
5. Five "S" concept implemented ………………………………..

5	4	3	2	1

Indicator 6 –Methodologies of maintaining files

1. List of names of files available……………………..
2. Number or colours pasted and kept for easy identification………
3. A methodology to obtain files……………….
4. Old essential files kept safely……………………………….
5. System followed for removing unwanted files annually……

5	4	3	2	1

Indicator 7 –Physical Resource Maintenance management

1. Main Inventory updated and maintained……………………..
2. Inventories of various branches updated and maintained………
3. Zonal offices informed to conduct Board of Survey on time……..
4. Board of Survey conducted…………………..
5. Thereby unwanted goods have been removed…………………

5	4	3	2	1

Indicator 8 – Maintenance of Students' Attendance registers

1. Students' Admission registers………………………..
2. Students' daily attendance registers ……………………
3. Daily/monthly/annual attendance summaries
   prepared………………………………….
4. Attendance problems identified by analyzing summaries………………………
5. Remedial measures applied for such problems…………………..

5	4	3	2	1

Indicator 9 – Maintenance of Teachers' attendance registers

1. Attendance registers are closed in due time…………………….
2. Absence of teachers noted in the register………………………..
3. Delays have been recorded……………………………………….
4. Daily absence entered in leave register………………………
5, Departures have been signed………………………….

5	4	3	2	1

Indicator 10 – Facilities and Service Charges Account is systematic.

1. Counterfoil register ……………………..
2. Receipt and Cash Book …………………………
3. Approved annual estimates …………..
4. Quarterly accounts Reports ……………….
5. Books and Voucher files…………………………..
6. General Files on Facility fees…………………

5	4	3	2	1

Indicator 11- School Development Society Account to be systematic

1. Annual estimates have been approved……………………..
2. Cash Book balance (with Bank reconciliation)………………..
3. School Development Society file
   (Membership registers and Minutes of meetings)………………
4. Reports related to special projects …………………..
5. Donation register ………………………………

5	4	3	2	1

Indicator 12 – Quality Inputs Account to be systematic.

1. Instruction Book and relevant file …………..
2. Requirement registers/ distribution registers ……………………..
3. Registers for calling for quotations available…………………………..
4. Vouchers and bills correctly approved……………………………….
5. Cash Book/Bank Reconciliations/Four month
   Accounts Reports …………..

5	4	3	2	1

Indicator 13 – Railway Warrants/Teachers' salaries

1. File for railway warrant applications…………………
2. Issue register …………………….
3. Railway Warrants register correctly maintained…………..
4. Teachers' Salary register correctly balanced………………..
5. Register kept for issue of cheques or cash……………………

5	4	3	2	1

Indicator 14 – Other financial activities to be maintained systematically

1. Students' allowances accounts ……………………….
2. Hostel accounts ………………………………….
3. Other specific budget reports ……………………
4. Budget reports relating to educational tours/ field tours etc…………………………………..
5. Budget reports relating to co-curricular activities ……..………...

5	4	3	2	1

Indicator 15 – Starting & Closing of School

1. Starting of school in time…………..
2. Closing of school in time…………..
3. Inaugural program (Religious) is systematic…………………
4. Teacher participation ……………..
5. These activities are monitored……………………

5	4	3	2	1

Indicator 16 – Time Table

1. Time Table prepared enabling to obtain maximum use from teacher resources………………………
2. Time Table has been duly approved………………….
3. Approved Class Time Table has been displayed…………………
4. Time Table issued to all teachers……………………..
5. A monitoring methodology on implementation of the Time Table……………
6. Relief Programs (Students' assignments/Relief work book) …………………………

5	4	3	2	1

Indicator 17 – Class record Books systematically maintained.

1. Class record books supplied for each class……………
2. Daily program summary entered in class record book…………
3. Feed back supplied according to Weekly Summary analysis…………..
4. Class record books continuously supervised ………………
5. Action taken to solve identified problems, accordingly…………….

5	4	3	2	1

Indicator 18 – Teachers leave

1. Teachers obtained leave with prior approval……….
2. Details of teachers ' leave periodically analyzed…………..
3. A systematic relief programme without disturbing students' learning process………………
4. Teachers obtaining minimum leave appraised………………..
5. Action taken to solve the problems obtaining leave excessively………...

5	4	3	2	1

Indicator 19 – Non Academic Staff

1. Attendance signature register properly maintained………………..
2. Time of attendance and departure clearly noted……………………..
3. Leave file of Non Academic staff is systematic………………
4. Duties of Non Academic staff assigned in writing…………………
5. Entries made relating to work done during their daily period of service……
6. A separate supervisor appointed to monitor work of Non Academic staff………………………

5	4	3	2	1

Indicator 20 - A fruitful Management Information System is maintained.

1. Students' information registers according to classes…………
2. Teachers' information including appointment and qualification ………..…….
3. Information registers relating to children having special educational needs ……………………..
4. Performance level (Examinations/Projects/evaluation marks) analyzed……………
5. Information relating to Resource Persons collected…………………
6. Information Sources relating to physical resources ………….

5	4	3	2	1

Indicator 21- A fruitful leadership style is implemented.

1. Working under an education leadership having a vision………………….
2. Accordingly a leadership directing everyone can be seen …………….
3. Principal's leadership subjected to general recognition………………..
4. Possessing fruitful communication skills……………..
5. Reflects a good personality……………….

5	4	3	2	1

Indicator 22 -School discipline management activities are systematic

1. A disciplinary board acceptable to teachers/students is available……….
2. A Code of Ethics prepared to maintain discipline and behavior is functioning in the school……………….
3. Students' disciplinary problems solved by discussions…………..
4. Teachers' disciplinary problems solved without conflicts…………
5. A Systematic disciplinary management for the non academic staff……………………………

5	4	3	2	1

Number of Standards evaluated:……………………………………………………….

Number of Indicators evaluated…………………………………………………..

Total number of marks obtained……………………………………………………….

…………………………   …………………………….

Signature of Evaluator   Signature of Principal

Name:……………….

Designation:………………

Official address …………………….

Date………………………..

Management of Physical and Human Resources – Annexe II

Instructions:

Please decide and note down the number of marks to be given under the position entitled by considering in general the matters relating to the indicators submitted here under each standard.

Excellent	-	5 marks
Very Good	-	4 marks
Good	-	3 marks
Satisfactory	-	2 marks
Should be developed	-	1 mark

Please use the dotted lines for indicating your observations in evaluation activities.

Indicator 1 – School maps.
1. Geographical location correctly indicated of the school premises…
2. Area of the school premises has been noted…………………..
3. Location of buildings correctly indicated………………..
4. Approach roads and by lanes indicated…………..
5. Land area reserved for playground indicated………………
6. Land area reserved for cultivation indicated…………….

5	4	3	2	1

Indicator 2 – School Land.
1. Attentive relating to cleanliness of the school Land……………….
2. School land is fruitfully utilized………………………………..
3. Buildings placed in an appropriate manner………………………
4. Agricultural crops fruitfully maintained in school land…………….
5. Soil is well preserved……………………………….

5	4	3	2	1

Indicator 3 – Nature of Buildings.
1. .Required number of class rooms …………………..
2. Buildings reserved for various requirements……………………
3. Maintenance of the roof of buildings ………………
4, Walls of the buildings …………………
5. Floor of the buildings are clean and without cracks………………
6. Natural facilities in buildings(ventilation/light) ………..
7. Buildings are secured………..

5	4	3	2	1

Indicator 4 – Class room atmosphere
1. Accommodation according to number of students……………
2. A number of students available approved under norms…….
3. Class rooms have been separated…………………………
4. Class rooms are clean ……………………
5. Facilities available to keep learning resources……………..
6. Primary classes arranged with necessary components…………

5	4	3	2	1

Indicator 5 -Utilizing of infra structure facilities required for school premises effectively
1. Electricity System and maintenance…………………………
2. Water supply (wells and pipe lines) maintenance ………………
3. Bathrooms /urinals ……………………
4. A system for disposal of garbage……………………………
5. Maintenance of telephone system………………………….
6. Files available for above activities…………………………

5	4	3	2	1

Indicator 6 - Reconstruction
1. Building repairs and maintainence………………..
2. Repairs of machines(Electricity/water/Motor/Computers)……………
3. A procedure to repair furniture …………………
4. A file relating to repair work………………………
5. Bills and vouchers relating to expenditure incurred …………..

5	4	3	2	1

Indicator 7 -Maintenance of equipment relating to Primary classes.

1. Children's desks and chairs properly maintained………………….
2. Use of Working tables ……………………
3. Cleanliness and use of blackboard…………………….
4. Creation Boards are used and displayed…………………………………………..
5. Book racks are utilized………………………………………….
6. Utilization and maintenance of learning sets ……………

5	4	3	2	1

Indicator 8 - Items related to the playing compound.

1. A playing compound ……………………
2. Sports equipment …………………………..
3. Equipment updated and maintained…………………………
4. Cleanliness maintained in them…………………………
5. Physical resources provided   are utilized for learning process………………
6. Attention drawn for security …………………………………..

5	4	3	2	1

Indicator 9 - Students' desks, chairs and equipments

1. Availability for number of students……………………………
2. Having a proper standard…………………………………….
3. Having a conservation process……………..
4. Proper placement…………………………………
5. Fixing, racks, cupboards/ creative boards………………………

5	4	3	2	1

Indicator 10 - Black Boards for Secondary Division

1. One available for each class……………………
2. Not reflecting light……………………………
3. Visible foe all students………………………..
4. Maintained properly…………………………
5. Having proper standard(Length & Bredth)………

Indicator 11 -Teachers' Tables, Chairs and equipments

1. Sufficient for all teachers…………………….
2. Having a proper standard…………………
3. Having a conservation process…………………..
4. Proper placement………………………..
5. Providing Cupboards /Almirahs for books……………..

5	4	3	2	1

Indicator 12 – Supply of Laboratory facilities

1. Required laboratories have been supplied (A/L and O/L)……………
2. Sufficient for number of students ……………………..
3. All chemicals have been labeled and kept safely……………………
4. Science equipment have been placed properly………………………
5. Working tables fitted with water taps have been supplied………
6. Water, electricity and gas have been supplied…………………

5	4	3	2	1

Indicator 13 - Use of laboratories.

1. A systematic time table for the use of laboratories…………
2. It has been noted that laboratories are used daily………………..
3. Sufficient space is available for practical tests in the laboratory……………
4. Practical tests arranged earlier have been exhibited………………
5. Laboratory has become an attractive place for students……………..
6. Responsibility of the laboratory has been assigned to teachers in writing……

5	4	3	2	1

Indicator 14 - Library.

1. Library facilities have been provided sufficiently for the number of students……………..
2. There is a collection of a sufficient number of books and journals in the library………………
3. Accession Register has been systematically maintained………………
4. There is a time table to use the Library………………………..
5. There is a systematic procedure for issue and for receiving books…………
6. Sufficient furniture and equipment have been supplied………………..

5	4	3	2	1

Indicator 15 -Aesthetic Unit.
1. There is a reserved place for dancing…………………
2. Dancing equipment have been placed systematically………..
3. There is a place with sufficient accommodation to
   have music and to place instruments. …….…...
4. There is a place for Arts with facilities…………………...
5. Effective utilization of relevant places…………………..
6. Creatively maintained the relevant subjects……………..
7. Main Hall and platform are properly utilized………….

5	4	3	2	1

Indicator 16 -Home Science Laboratory /Technical and Multipurpose Unit.
1. A home science laboratory / Technical Multipurpose Unit ……………
2. Effective utilization of supplied equipments…………….
3. All equipment of Home science and Science and
   Technology entered in Inventory………..
4. Responsibilities assigned to relevant teacher………..
5. Attractive maintainance…………………

5	4	3	2	1

Indicator 17 - Audio Visual Unit/Subject Development Unit/Other special units
1. Subject Development Unit/Audio Visual Unit established…...........
2. Supply minimum resource…………………..
3. Methodology for fruitful utilization…………….
4. Properly maintained………………………
5. Responsibilities maintain by relevant teachers…………………..

5	4	3	2	1

Indicator 18 – Play ground/Stadium/Sports equipment
1. Play ground/indoor Stadium established……………………
2. Necessary sports equipment supplied………………………
3. Systematic procedure available to provide sports
   equipment to students……….
4. A systematic time table for various games………………
5. Display instructions on utilization and security…………………….
6. Responsibility maintain by relevant teachers…………………

5	4	3	2	1

Indicator 19 - Canteen
1. Accommodation provided…………………………….
2. It is sufficient for teachers and students………………….
3. Electricity and water facilities available…………………
4. Necessary equipment have been supplied……………….
5. Buildings maintained in an attractive manner……………..

5	4	3	2	1

Indicator 20 – Hostel facilities
1. Hostel facilities sufficient for student requirements………………………..
2. Premises including bath rooms and lavatories are clean…………
3. Providing necessary equipment………………………….
4. Maintenance work done properly……………………..
5. Menu has been displayed………………………………
6. Work done according to a time table…………………

5	4	3	2	1

Indicator 21 – Teachers' Rest Rooms
1. Staff room facilities are provided……………………..
2. Sufficient for the teachers………………….
3. Required furniture and equipment supplied………………
4. Maintains in a clean and attractive manner……………..
5. A systematic maintenance ……………………………

5	4	3	2	1

Indicator 22- First Aid Unit

1. First Aid Unit has been established…………………….
2. Sufficient kinds of medicine supplied………………….
3. Equipment supplied……………………………………
4. Responsibilities assigned to a teacher……………………
5. Utilizes in an appropriate manner…………………………

5	4	3	2	1

Indicator 23 - Dental Surgery

1. A Dental surgery Unit has been established……………………
2. Sufficient for students' requirements……………………
3. Necessary equipment supplied……………………………….
4. A systematic time table available for use……………………..
5. It is utilized appropriately……………….

5	4	3	2	1

Indicator 24 – Student Information System

1. Student Information classified according to requirements…………
2. Student profile maintained on class level………………..
3. They are used for taking decisions for student development……………
4. Stored in a manner to safeguard secrecy of information………….
5. Parents educated on procedures adopted according to
    information analysis…………..

5	4	3	2	1

Indicator 25 – Teachers' Information System

1. Files with information of all teachers ………………………
2. Duty lists updated and maintained…………………………………
3. Provided awareness for teachers……………………………………….
4. Evaluation reports of teachers' functions included in files………………
5. Above information is utilized in assigning various duties
    within the school.
    Example: Preparation of time table/for appointment of subject
    heads and division heads)……

5	4	3	2	1

Indicator 26 – Information relating to Non Academic Staff

1. A File available relating personal information of all employees………….
2. Duties assigned according to appointments……………………………..
3. Duties subjected to evaluation………………………………………….
4. Evaluation reports included in the file………………………………….
5. Referred to development by identifying training needs………………….

5	4	3	2	1

Indicator 27 – Requirements to be fulfilled

1. Teachers calculated under Teacher Requirement
    Circular……………
2. Excess/ Shortage registers of Academic / Non Academic
    staff prepared…………
3. Shortages/ Excesses planned without affecting school
    productivity……………..
4. Informed Department relating to requirements and excess ………………..

5	4	3	2	1

Indicator 28 – Performance Evaluation of Teachers.

1. Maintains Teachers' self evaluation reports……………………………
2. Maintains Teacher competency evaluation reports………………………
3. Maintains evaluation reports related to class room learning
    teaching process……….
4. Evaluation done relating to every teacher………………
5. Performance files updated…………………………..

5	4	3	2	1

Indicator 29 – Professional Development for teachers

1. Participation for Teachers' In Service Workshops…………………….
2. Maintains a register on Teachers' Professional Development requirements……
3. Quality circles utilized for Teacher Development………………………….
4. Referred for short term courses…………………………………………..
5. School based Professional Development Program ……………

5	4	3	2	1

Indicator 30 – Professional Development for Non Academic Staff

1. Requirement register prepared for Professional Development……………
2. Referred for short term training……………………………………..
3. Awareness provided for employees to maintain Five 'S' concept in the office……
4. Professional Development Programs (Quality Circles) have been implemented in the school itself……………………………….
5. Employees have been referred to long term Professional Development………………………..

5	4	3	2	1

Number of Standards evaluated………………………………

Number of Indicators evaluated……………………………….

Total number of marks obtained……………………………..

……………………………
Evaluator's Signature

…………………….
Signature of Principal

Name:………………

Designation……………

Official Address …………………

Date:………………

Systematic Curriculum Management – Annexe III

Instructions

Please decide and note down the number of marks to be given under the position entitled by considering in general the matters relating to the indicators submitted here under each standard.

Excellent	-	5 marks
Very Good	-	4 marks
Good	-	3 marks
Satisfactory	-	2 marks
Should be developed	-	1 mark

Please use the dotted lines for indicating your observations in evaluation activities.

(General Standards and Indicators relevant to formal curriculum management are given here and they may be developed to be specific for various subjects) It would have been easier to fill up this specimen form if it can be based on such standard evaluation reports according to different subjects.

Indicator 1 – Planning the learning process enabling to fulfill the National goals
1. Awareness provided for teaching staff on   National goals………………
2. National goals should be displayed……………………..
3. Activities planned to enable to fulfill such goals…………
4. Methodologies should be identified to achieve such goals……….
5. Implementing methodology on progress review …………………………

5	4	3	2	1

Indicator 2 – Learning teaching process planned to enable the Development of Basic Competencies
1. Awareness provided for teachers on seven basic competencies…….
2. Subject teachers are oriented to make subject plans for students' competency development……………………….
3. Learning objectives analyzed to achieve competencies ………….
4. To implement curriculum to achieve competencies ………………………….
5. A continuous monitoring done by subject head for above activities………………

5	4	3	2	1

Indicator 3 – Implementation of Curriculum to be applicable to Basic competencies
1. Action taken to ensure Communication competencies ……………..
2. Action taken to improve personality………………………
3. Opportunities provided to develop environmental competencies ……………
4. Curriculum planned adaptable to be prepared for world of works………….
5. Programs available with the intention of promoting ethics and religion…………….
6. Provides training to utilize sports and leisure ……………………
7. Procedures adopted to ensure the concept of learning to learn among students……

5	4	3	2	1

Indicator 4- essential educational competencies and assessment process
1. Implementing the programme to identify grade 1 students………………
2. The evelution of students identifying programmes being utilized to plan learning teaching programme…………………
3. Accountability on reaching the main stages of 40 essential learning competencies to maximum……………………
4. Accountability on reaching the second stage of 52 essential learning competencies to maximum……………………
5. Accountability on reaching the third stage of 55 essential learning competencies to maximum……………………

5	4	3	2	1

Indicator 5- Competencies on a stage in primary can be considered as achievable competencies at another time
1. Implementing and awareness raising programme on teachers to deliver essential competencies on a stage of development at another time……
2. Planning learning process according to such information…………………
3. Maintaining cumulative records and short notes on each child……………
4. Awareness provided for parents …………………………………..
5. Maintain continuous student progress assessment process…………...

5	4	3	2	1

Indicator 6- Learning teaching process in primary

1. Accountability on one stage of development is given to same teacher…………………….…
2. Preparing learning teaching process paying more weightage on activity based during first stage………………………

5	4	3	2	1

3. Learning teaching process on second stage should be well balanced……………………………
4. Implementing third stage of learning teaching process paying less waightage on play activity and more weightage on activity based……………………………..…
5. Having records on such monitoring……………………………..

Indicator 7- Learning environment of primary section

1. During first and second stages a fixing the blackboard to be done by the students and give them opportunities to use………………

5	4	3	2	1

2. Utilizing work table and creative equipments to the maximum…………..
3. Utilizing playing compound meaningfully for first and second stages…………
4. Grade 1 & 2 students involve with grade 5 & 6 students during activities on environment …………………………..
5. Displaying an environment calendar in each class rooms…………………

Indicator 8- Special programmes in primary section

1. A plan prepared to implement Co curricular activities……………………
2. Implementing optional activities during third stage…………………………

5	4	3	2	1

3. Relevant physical health activity programmes implemented during different stages……………………………
4. All students entering grade 6 be kept until primary education completed……
5. Identifying students who need special attention and implement programmes……
6. Identifying strengths and weaknesses of students and involve in learning teaching research process……………………………..

Indicator 9- Annual Curriculum has been planned.

1. Plans prepared jointly by Heads of Divisions and subject heads……………..
2. To tally annual Curriculum Plan with targets of five year development plan……………………….…

5	4	3	2	1

3. It is applicable to Annual Development Plan…………..
4. Evaluation and Monitoring activities included…………………..
5. Plans approved by Principal………………………..

Indicator 10 –Utilizing quality inputs

1. Teacher attention to be drawn in utilizing quality inputs for effective learning methodology……

5	4	3	2	1

3. Received quality inputs divided among relevant subjects and sections …………
4. Awareness provided for teachers on allocation of quality inputs……………..
5. Management facilities provided to acquire quality inputs………………
6. Utilizing maximum allocation given for subjects and sections for subject development……………..

Indicator 11 Teachers' Guides Syllabus

1. Teachers' guides and syllabus supplied for all subjects………………..

5	4	3	2	1

2. Syllabus and Teachers' guides received have been recorded in library ………
3. A method of supplying syllabus and Teachers' guides to teachers in charge of subjects has been prepared…………………………
4. Action taken to calculate and fulfill the shortcomings …………………..
5. Arrangements made to take them back when teachers go on transfer at the end of the year…………………………………………

Indicator 12 Text Books

1. Text Books/ Work Books supplied for the requirement of the students………

5	4	3	2	1

2. Responsibility of maintaining text books assigned to a teacher…………
3. Building up a culture for distribution of free text books and using them………
4. Shortage of text books in various subjects calculated
5. Action taken to fulfill the shortages……………………….
6. Suitable procedure applied for disposal of damaged books……………..

Indicator 13   Learning resources

1. Learning equipment to match class level identified and collected…………..
2. Evidence available relating to proper utilization………………….
3. Properly stored with reaching facilities………………….
4. Visual sources exhibited appropriately……………..
5. Pay attention to using them secularly……………….

5	4	3	2	1

Indicator 14 Use of Computers

1. Utilizing supplied computer………………………..
2. A time table to be used for maximum number of students………
3. Computer is used as a support for learning teaching process …………..
4. Prepare software relating to the subject ………
5. Utilizing prepared software………………………….
6. Having a manual on general instruction to use computers……………

5	4	3	2	1

Indicator 15 Internet facilities

1. Effective use of internet facilities…………………..
2. Utilizing with maximum efficiency…………………….
3. Systematic methodology for students to obtain internet facilities………..
4. A programme for teachers to use internet facilities……………………
5. Evidence to show that both teachers and students acquired knowledge through internet………………………

5	4	3	2	1

Indicator 16 Use of Curriculum material

1. Using preparatory notes (by using teachers' guide/Syllabus/text book)………
2. Fruitful assignments prepared relating to learning objectives…………………
3. Additional Sources used…………………………………………………
4. Having a suitable learning atmosphere and class room management………
5. Assistance of Resource Persons obtained when ever necessary to achieve required goals of curriculum ………………………………

5	4	3	2	1

Indicator 17 – Students' Active participation

1. Appreciating student centered learning process ………………………………
2. Evidence for students' active participation……………………………
3. Active participation of students in groups/exhibitions…………..
4. Transforming students as a knowledge manager……………
5. Sharing knowledge among students …………..

5	4	3	2	1

Indicator 18 - Teachers' Active Participation.

1. Teachers have willingly participated for Quality Circles…………..
2. Problems relevant to planning and implementation of Curriculum have been discussed and recorded…………………………………
3. Priority registers prepared for such problems and action taken to solve them………
4. Continuous records maintained relating to quality circles…………………..
5. Steps taken to encourage quality circles…………………

5	4	3	2	1

Indicator 19 – Utilization of fruitful learning sources.

1 Necessary learning sources collected………………………..
2. Learning sets prepared according to requirements……………………
3. Methodologies for collecting information maintained ………………..
4. Magazines and News Bulletins maintained…………………………..
5. Internet/ other electronic systems utilized……………..
   (If available)

5	4	3	2	1

Indicator 20 Utilization of Class Libraries

1. Evidence available for effective utilizing methodology for allocated library periods………………..
2. Sufficient number of books available in class library…………
3. Procedure for systematic issue of books followed…………………………
4. Library development programs ………………………………
5. Evidence available that the students are collecting information through the library………………………………………..

5	4	3	2	1

Indicator 21- Project activities.

1. Projects implemented based on students' competencies development …………
2. A majority of students participated for Projects……………….
3. Project Reports systematically maintained…………
4. Educational benefits from Projects has been increased………
5. Presenting project report and appreciating them………….

5	4	3	2	1

Indicator 22 – Referring students for explorations

1. Students referred to self study strategies related to observations…….
2. Field tours organized…………………….
3. Class level creativity boards are to be seen…………………………
4. Student participation in Maths laboratories/Language laboratories or subject development units…………………
5. Material created by students displayed in classes…………………………
6. Referred to learning through assignments………………………………

5	4	3	2	1

Indicator 23 – Development of various skills.

1. Debates and oratorical contests held…………………..
2. New creations launched………………………………
3. Arts, handicrafts, assignments/ other exhibitions relevant to subject development held…………………..
4. Variety entertainments held……………………………
5. Drama, playing and singing competitions held…………………..

5	4	3	2	1

Indicator 24- School based assessment and evaluation process

1. School based evaluation plans have been updated and maintained…………
2. Students' competency record books updated and maintained………………………….
3. Evaluation marks systematically reported………………………
4. Students; Performance level analyzed…………………
5. Evaluation marks utilized for development of all students…………..

5	4	3	2	1

Indicator 25 –Evaluation of learning teaching activities.

1. A specific internal evaluation methodology adopted…………..
   (According to guidance manual on internal evaluation)
2. Records kept relating to internal evaluation………………..
3. Number of evaluators sufficient………………………
4. Number of teachers subjected to evaluation sufficient………….
5. Evaluation Programs subjected to supervision of Principal……………

5	4	3	2	1

Indictor 26 – Students' Feedback Program

1. Identifying strong and weak areas in learning of subjects…………..
2. Based on parallel grades ,performance level of weak students identified……………
3. Feedback programs planned for minimizing performance weakness……………..
4. Implementing feedback programmes on identified weak points……………………..
5. Records on this are maintained……………………
6. Number of students benefited by feedback programmes ……..

5	4	3	2	1

Indicator 27 – Children having special needs.

1. Children having special needs identified……………………….
2. Facilities provided for Children having special needs to study in general class rooms………………………………..
3. Awareness provided for parents and community of such children……………….
4. Continuous progress reports kept relating to special abilities of students under the Inclusion Education programme……………………….
5. Maintaining special educational unit in suitable places attractively…………

5	4	3	2	1

Indicator 28 – Teacher Feedback

1. Progress report of teaching by all teachers' examined records kept……..
(Finishing of subject units)
2. Appreciate identified strong points………………….
3. Necessary action taken to minimize identified problems…………………..
4. Assistance obtained from Zonal and Divisional Officers and
In Service Advisors……………………………………………………………
5. Appraise self professional development…… …………

5	4	3	2	1

Indicator 29 – Felicitate teacher performance

1. School attendance indicator
2. Preparation for teaching
3. Examination results
4. Extra teaching
5. Commitment on co curricular activities
6. A file maintained for each teacher

5	4	3	2	1

Number of Standards evaluated……………………………
Number of Indicators evaluated……………………………
Total number of marks obtained……………………………..

…………………….   …………………………
Signature of Evaluator   Signature of Principal

Name………………………………..
Designation…………………………
Official Address …………………
Date:………………………..

* When an internal or external evaluation is conducted in the school relating to formal curriculum management, please note to draw attention to information relating to all subjects and to the observations obtained by the class room learning teaching process

Co-curricular Activities – Annexe IV

Instructions

Please note to decide the number of marks to be received under the position entitled by considering in general the facts (relating to all) relevant to the indicators submitted here ,under each standard.

Excellent	- 05 marks
Very Good	- 4 marks
Good	- 3 marks
Satisfactory	- 2 marks
Should be developed	- 1 mark

Please use the dotted lines to note your observations in evaluation activities

Indicator 1- There is a formal Annual plan for Co-curricular activities
1. Specified dates included in the Annual Calendar for Co-curricular activities…….
1. Time Management done appropriately………………………
2. Arrangement made for all students to participate for co-curricular activities……
3. Responsibility assigned for all teachers………………………
4. An evaluation process available………………………………

5	4	3	2	1

Indicator 2- Attention drawn for students' physical development requirements
1. Physical exercises programme implemented on appropriate time creatively………
2. Teacher participation obtained……………………………………..
3. Monitoring activities …………………………
4. Action taken for obtaining maximum use of the facilities provided for various games……
5. Feedback programs conducted…………………….

5	4	3	2	1

Indicator 3 – Identification of Students' Potentials and Development of Creativity
1. Action taken to identify potentials of all students…………………….
2. Awareness provided for parents ………………………………..
3. Programs assisting potential development ………………………
   (Language competitions/ drama etc)
4. Files maintained relating to the above…………………………………….
5. Support service conducted to develop creative activities…………………….

5	4	3	2	1

Indicator 4 –Achieve performance of Activities related to personality development available
1. Boy Scout/Cadetting…………………………………..
2. First Aid Red Cross/ Saukyadana……………………
3. Societies………………………………………..
4. Prefects/Training Programs/ Active Programs………………………..
5. Inter School Relationships……………………………………………

5	4	3	2	1

Indicator 5 – School & Community coordination activities performed for development of inter student relationships.
1. Inter house games conducted in an organized manner…………………….
2. Physical exercises and physical fitness programed conducted………………..
3. Sports facilities supplied…………………….
4. Continuous participation for Inter school sports competitions……………….
5. Special records kept relating to victories in sports field…………………….
6. Indoors sports activities…………………………………

5	4	3	2	1

Indicator 6 – Activities available to provide opportunities for Development of students' values and ethics.
1. Code of ethics and school culture……………………
2. It has been introduced to students………………………………..
3. Program implemented accordingly …………………..
4. Religious programs ……………………………….
5. Programs favourable for development of values ..………………..

5	4	3	2	1

Indicator 7 –Relevant human resources identified and records Maintained for obtaining assistance.

1. Resource persons identified……………………………..
2. Information on their specific abilities collected……………………
3. Maintaining a name list of resource persons………………
4. Their assistance obtained for activities in the school………………..
5. Relevant files…………………………

5	4	3	2	1

Indicator 8 –Sources for supply of financial facilities identified and their records maintained.

1. Sources identified………………………………..
2. Financial assistance required for activities calculated…………………..
3. Methodologies available for reasonable distribution of financial resources among various activities…………………………..
4. Financial Resources utilized and relevant files available………………….
5 Expenditure monitored ……………………………………………………..

5	4	3	2	1

Indicator No. 9 – Maintains records of students participation for Co-curricular Activities.

1. Updated registers maintained for all Co-curricular activities ……………………
2**.** Encouraging all students to participate in co curricular activities………..
3. Teachers in charge of each Co curricular activity fulfils his responsibility…………
4. Reports maintained for each divisions separately……………………………….
5. Such information reports can be easily obtained………………………………

5	4	3	2	1

Indicator 10 - Records of victories maintained

1. Reports maintained for various annual competitions and programs……
2. Reports maintained relating to class and grade level victories………… Zonal/Divisional/Provincial)
3. Reports maintained on school and inter school level victories……………
4. Reports maintained on National and International level victories………….
5. Motivating t methodologies available for victories……………………….

5	4	3	2	1

Indicator11 –Leadership and responsibility assigned to teachers /students
(Please examine the relevant files)

1 List of teachers participating for co-curricular activities kept………………
2 Files /souvenirs on their active participation available…………………
3 Students' list of names participating for various co-curricular Activities are maintained………………………………………
4 Records of exhibiting active student participation ………..………
5 Methodology adopted for award of marks for above matters in assigning leadership and responsibility…………………….

5	4	3	2	1

Indicator 12 – Inter school goodwill – (Please see relevant files)

1. Inter school activities planned……………………………
2. They have been developed by teacher-student participation………….
3. Inter school programs implemented enabling development Of students' skills
4. A defined time frame available for this purpose……………..
5. Resources exchanged in inter school activities……………

5	4	3	2	1

Indicator 13 – Co curricular activities not affecting studies

1. Sports activities ………………………………………………
2. Societies and Associations …………………….
3. Aesthetics activities …………………..
4. Special meetings and other matters……………..
5. Monitoring whether the above activities implemented without affecting studies…………………

5	4	3	2	1

Indicator 14- Additional educational programs implemented for students engaged in co-curricular activities for a longer time outside their classroom Learning process.
(Please examine the programmes)

1 Number of students engaged in co-curricular activities for
   A longer period of time calculated……………………………………….

2. Educational programs required for them studied and planned…………

3. A teacher appointed to be in charge of co-ordination
   of such programs………………………………………………………

4. Methodology available for conducting programs fruitfully……………..

5. Percentage of student participation calculated…………………….

5	4	3	2	1

Number of Indicators evaluated………………………………….

Total number of marks obtained………………………

…………………………………..   …………………………….
Signature of evaluator   Signature of Principal

Name:…………………..

Designation…………………..

Official Address …………………

Date……………………………

Students' Achievement Level – Annexe V

Instructions:

Please decide and note down the number of marks to be given under the position entitled   by considering in general the matters relating to the indicators submitted here under each standard.

Excellent	-	5 marks
Very Good	-	4 marks
Good	-	3 marks
Satisfactory	-	2 marks
Should be developed	-	1 mark

Please use the dotted lines for indicating your observations in evaluation activities.

(Assessment criteria should be based on relevant criteria given by NIE for 1st, 2nd and 3rd key Stages)

Table indicating the number of students who reached competencies in Primary section.

Year	Percentages of students who achieved out of 40 competencies of first key stage in Grades 1-2			Percentages of students who achieved out of 52 competencies of second key stage in Grades 3-4			Percentages of students who achieved out of 55 competencies of third key stage in Grades 5		
	40-32	31-20	Below 20	52-42	41-26	Below 26	55-44	43-28	Below 28

 (All students should be given essential competencies of different key stages in calculating the number of students who acquired competencies, please ensure to add all students in parallel Grades and to calculate the percentage and then to complete the above table as follows.)

Total Over 80% in Column 1	5 marks
Total Over 60% in Column 1	4 marks
Total Over 40% in Column 1	3 marks
Total Over 20% in Column 1	2 marks
Total below 20%	1 mark

Indicator 1- Number of students who achieved competencies in Grades One and Two

5	4	3	2	1

Indicator 2- Number of students who achieved competencies in Grades Three and Four

5	4	3	2	1

Indicator 3- Number of students who achieved competencies in Grade Five

5	4	3	2	1

Please award marks as indicated below based on the percentage of the number of students who scored more than 100 in the above examination in the immediately preceding two years.

100 - 80   5 marks
79 - 60   4 marks
59 - 40   3 marks
39 - 20   2 marks
Below 20   1 mark

Year	No of students who appeared	No. of students who obtained over 100 marks	Percentage

Indicator 4 - Scholarship achievement level First year

5	4	3	2	1

Indicator 5 - Scholarship achievement level Second year

5	4	3	2	1

Indicator 6 -School Based Assessment
1. All teachers are aware of the evaluation methodologies………………………
2. Evaluations were helpful for development of students skills………………
3. Planned evaluations duly completed………………………..
4. Marks records kept……………………………….
5. Marks have been analyzed and utilized for feedback…………………

5	4	3	2	1

Indicator 7 - Monitoring of school based evaluations
1. Internal Monitoring methodology implemented for school based evaluation…………………
2. Weaknesses and strengths identified…………………………..
3. Remedial procedure available………………………………..
4. Provided awareness for parents on student progress…………………
5. Reports maintained for this purpose………………….

5	4	3	2	1

In the school based evaluations please note down the number of evaluations completed out of the prescribed number of evaluations in the relevant columns. In assigning marks attention should be drawn relating to the number of evaluations completed, number of classes, evaluations plans, reports received and the subject. (Before the date of conducting the group evaluation the table should be completed after examining the evaluations done in the preceding term.)

Analyzed Table of school based assessment marks – Grades 6, 7 *

Subject	No. to be completed	Grade 6							No. to be completed	Grade 7						
		A	B	C	D	E	F	G		A	B	C	D	E	F	G
Religion	2								2							
Sinhala/Tamil	5								5							
English	5								5							
Maths	5								5			-	-	-	-	-
Science	5								5							
History	2								2							
Geography	2								2							
Life Skills	2								2							
Aesthetics	3								3							
Practical Technology	3								3							
Health & Phy.Ed	2								2							
Second language(Sin/Tam)	2								2							

* Extended teaching equipments proposed in the guideline manual prepared by NIE can be utilized for school based assessments conduct during a term according to modernized curriculum after 2007 .

Indicator 8 – Grade 6

5	4	3	2	1

Indicator 9 – Grade 7

5	4	3	2	1

In the school based evaluations please note down the number of evaluations completed out of the prescribed number of evaluations in the relevant columns. In assigning marks attention should be drawn   relating to the number of evaluations completed, number of classes, evaluations plans, reports received and the subject. (Before the date of conducting the group evaluation the table should be completed after examining the evaluations done in the preceding term.)

Analyzed Table of school based assessment marks – Grades 8,9 *

Subject	No. to be completed	Grade 8							No. to be completed	Grade 9						
		A	B	C	D	E	F	G		A	B	C	D	E	F	G
Religion	2								2							
Sinhala/Tamil	5								5							
English	5								5							
Maths	5								5			-	-	-	-	-
Science	5								5							
History	2								2							
Geography	2								2							
Life Skills	2								2							
Aesthetics	3								3							
Practical Technology	3								3							
Health & Phy.Ed	2								2							
Second language(Sin/Tam)	2								2							

* Extended teaching equipments proposed in the guideline manual prepared by NIE can be utilized for school based assessments conduct during a term according to modernized curriculum after 2007 .

Indicator 10 – Grade 8

5	4	3	2	1

Indicator 11 – Grade 9

5	4	3	2	1

In the school based evaluations please note down the number of evaluations completed out of the prescribed number of evaluations in the relevant columns. In assigning marks attention should be drawn relating to the number of evaluations completed, number of classes, evaluations plans, reports received and the subject. (Before the date of conducting the group evaluation the table should be completed after examining the evaluations done in the preceding term.)

Analyzed Table of school based assessment marks – Grades 10,11 *

Subject	No. to be completed	Grade 10							No. to be completed	Grade 11						
		A	B	C	D	E	F	G		A	B	C	D	E	F	G
Religion	2								2							
Sin/Tam & Lit	5								5							
English	5								5							
Maths	6								6			-	-	-	-	-
Science	6								6							
History	3								3							
1st subject group	3								3							
	3								3							
	3								3							
2nd Subject group	3								3							
	3								3							
	3								3							
	3								3							
3rd Subject group	3								3							
	3								3							
	3								3							
	3								3							
	3								3							
Other subjects																

 * Extended teaching equipments proposed in the guideline manual prepared by NIE can
    be utilized for school based assessments conduct during a term according to modernized
    curriculum after 2007 .

Indicator 12 – Grade 10

5	4	3	2	1

Indicator 13 - Grade 11

5	4	3	2	1

Indicator 4.1 – Term test

1. Term Tests held for all subjects …………………………………
2. Marks in all classes entered in 'Marks register'…………………
3. Marks have been analyzed…………………………..
4. Thereby strengths and weaknesses were identified……………..
5. Awareness provided for parents on classes level term test marks…………

5	4	3	2	1

(If there are parallel grades, please treat the total number of students in all classes as the number which appeared. After examining the marks reports of the various classes the number of students obtaining less than 40 marks should be entered in the table. Thereafter the percentage of the number of students who obtained less than 40 marks for all subjects should be tallied and divided by the number of subjects and marks should be assigned as follows according to the average of the percentages so received.

➢ Over   80 - 01 mark   - Should be developed more
➢ Over   60 - 02 marks   - Should be developed
➢ Over   40 - 03 marks   - Satisfactory
➢ Over   20 - 04 marks   - Good
➢ Below 20 - 05 marks   - Excellent

Term Test Marks - Grades 6 & 7

Subject	Grade 6						Grade 7					
	Mid year test			Final term test			Mid year test			Final term test		
	No. Appeared	Below 40	%	No. Appeared	Below 40	%	No. Appeared	Below 40	%	No. Appeared	Below 40	%
Religion												
First Language												
English												
Maths												
Science												
History												
Geography												
Life skills & citizenship Edu												
Aesthetics												
Practical technology												
Health & Phy. Education												
Sinhala/Tamil (Second language)												

Indicator 15 - Grade 6

5	4	3	2	1

Indicator 16   - Grade   7

5	4	3	2	1

Term Test Marks - Grades 8 & 9

Subject	Grade 8						Grade 9					
	Mid year test			Final term test			Mid year test			Final term test		
	No. Appeared	Below 40	%	No. Appeared	Below 40	%	No. Appeared	Below 40	%	No. Appeared	Below 40	%
Religion												
First Language												
English												
Maths												
Science												
History												
Geography												
Life skills & citizenship Edu												
Aesthetics												
Practical technology												
Health & Phy. Education												
Sinhala/Tamil (Second language)												

Indicator 17 - Grade 8

5	4	3	2	1

Indicator 18 - Grade 9

5	4	3	2	1

Term Test Marks - Grades 10 &11

Subject	Grade 10						Grade 11					
	Mid year test			Final term test			Mid year test			Final term test		
	No. Appeared	Below 40	%	No. Appeared	Below 40	%	No. Appeared	Below 40	%	No. Appeared	Below 40	%
Religion												
First Language												
English												
Maths												
Science												
History												
1st subject group												
2nd subject group												
3rd subject group												
Other subjects												

Indicator 19 - Grade 10

5	4	3	2	1

Indicator 20 - Grade 11

5	4	3	2	1

G.C.E.(O/L) results of last two years.

Subject	Year……..									Year………								
	No. Appeared	No.	%	Subject achievement Indicator	A	B	C	S	W	No. Appeared	No.	%	Subject achievement Indicator	A	B	C	S	W
Religion																		
Sinhala/ Tamil Language & lit.																		
English																		
Mathematics																		
Science																		
History																		
1st Subject Group																		
2nd Subject Group																		
3rd Subject Group																		
Other Subjects																		

Percentage of Passes :-Over 80% - 05 marks, Over 60 %-04 marks, Over 40% -03 marks, Over 20%-02 marks, Below 20% -01 mark

	Year……	Year……
Number appeared for O.L. examination	………..	………..
Number qualified for Advance Level from O.L examination.	………	………..
Percentage qualified from O.L. examination	………	………

(Attention should be paid for students who have passed 6 subjects including first language and maths with 3 credits)

Indicator 21 -G.C.E, (O/L) First year………………

5	4	3	2	1

Indicator 22 -G.C.E, (O/L) Second year……………….

5	4	3	2	1

Indicator 23 - Achievement indicator relevant to school according to G.C.E, (O/L) results First year……………….

5	4	3	2	1

Indicator 24 - Achievement indicator relevant to school according to G.C.E, (O/L) results second year……………….

5	4	3	2	1

(Complete with reason 2 years results)

Science Section   Year……..   Year………
Number appeared for A/L examination   ……..…….   …………..….
Number qualified for University in A/L examination   …………..   …………..….
Percentage of those who qualified for University in A/L examination.   …………..   ..…………

Indicator 25 -G.C.E. (A/L) Science section results 1st year

5	4	3	2	1

Indicator 26 -G.C.E. (A/L) Science section results 2nd year

5	4	3	2	1

Indicator 27- Achievement indicator relevant to school according to science stream First year……………….

5	4	3	2	1

5	4	3	2	1

Indicator 28 - Achievement indicator relevant to school according to science stream second year……………….

Commerce /Arts Section (Non science stream)   Year…..   Year…
Number appeared for A/L examination   …………   ………
Number qualified for University in A/L examination   ………...   ……….
Percentage of those who qualified for University in A/L examination.   ………...   ……….

Indicator 29 -G.C.E. (A/L) Commerce /Arts section results 1st year

5	4	3	2	1

Indicator 30 -G.C.E. (A/L) Commerce /Arts section results 2nd year

5	4	3	2	1

Indicator 31 - Achievement indicator relevant to school according to Commerce /Arts stream First year……………….

5	4	3	2	1

Indicator 32 - Achievement indicator relevant to school according to Commerce /Arts stream second year……………….

5	4	3	2	1

Analysis of the resents two years G.C.E. (A/L) results

Subject	Year……..									Year………								
	No. Appeared	No. Passed	%	Subject Achievement Indicator	A	B	C	S	W	No. Appeared	No. Passed	%	Subject Achievement Indicator	A	B	C	S	W
Science Section Physics																		
Chemistry																		
Biology																		
Combined Maths																		
Agriculture																		
General English																		
Gen. Knowledge																		
Commerce sec. Economics																		
Business studies																		
Accountancy																		
General English																		
Gen. Knowledge																		
Arts Section Sinhala																		
Political science																		
Economics																		
Geography																		
History																		
Logic																		
Buddhist Culture																		
General English																		
Gen. Knowledge																		

Implementation of Projects	Commerce Section					Science Section					Art Section				
	100 – 80%	79 – 60%	59 –40%	39 -20%	Below 19	100 – 80%	79 – 60%	59 –40%	39 -20%	Below 19	100 – 80%	79 – 60%	59 –40%	39 -20%	Below 19
1.Student % of approved Project Proposals															
2 Student % noted by teacher in Field book															
3.Student % of completed Project reports															
4. Student % providing Project evaluation marks															
5.Student % entering Project marks to competencies report book															

(Marks should be given as in Standard 5 considering student percentage of completing Project Reports)

Indicator 33 --Projects in Science Section

5	4	3	2	1

Indicator 34 --Projects in Commerce Section

5	4	3	2	1

Indicator 35 – Projects in Arts Section

5	4	3	2	1

Marks should be awarded as 5,4,3,2,and 1 under the following scales considering the percentage of the number of students who update and maintain their record books of competencies in the preceding year. Pay special attention to complete the competency record book by recording term tests and practical test marks and co curricular activities and other activities.

Year	Science					Commerce					Arts				
	Over 80	60-80	40-59	20-39	Below 20	Over 80	60-80	40-59	20-39	Below 20	Over 80	60-80	40-59	20-39	Below 20

5	4	3	2	1

Indicator 36 – Science section

5	4	3	2	1

Indicator 37 – Commerce section

5	4	3	2	1

Indicator 38 – Arts section

Indicator 39- Analyzing Achievement level
1. Analyzing achievement level according to valuation of assignment..
2. Analyzing achievement level according to term test marks........
3. Identifying problems from analyzing of achievement level.............
4. Planning remedial work to solve identified problems.................
5. Maintaining a continual feedback process

5	4	3	2	1

Indicator 40- Co curricular activities
1. Awareness programmes for parents of low achievement level students.............
2. Implementing special projects in order to develop achievement levels......................
3. Utilizing extended learning equipment to encourage students to explore ……..
4. To complete short comings in the subject syllabus......................
5. Orientation towards future goals of students achievement level.................

5	4	3	2	1

Year	Indicator 10.1 Written Examination GIT							Indicator 10.2 School Based Assessment						
			Percentage							Percentage				
	No. appeared	No .passed	Over 80	60-80	40-59	20-39	Below 20	No. appeared	No .passed	Over 80	60-80	40-59	20-39	Below 20

Indicator 41 -Percentage completing written Tests (GIT)

5	4	3	2	1

Indicator 42 -Percentage completing School based Assessment

5	4	3	2	1

Number of Indicators evaluated…………………………..

Total number of marks obtained …………………

……………………………..   ……………………
Signature of Evaluator   Signature of Principal

Name:..   Designation....................................

Official Address …………………   Date:..

Student Welfare Services - Annexe VI

Instructions:

Please decide and note down the number of marks to be given under the position entitled by considering in general the matters relating to the indicators submitted here under each standard.

Excellent	-	5 marks
Very Good	-	4 marks
Good	-	3 marks
Satisfactory	-	2 marks
Should be developed	-	1 mark

Please use the dotted lines to indicate your observations in evaluation activities.

Indicator 1- A Student Counselling and Guidance Program conducted

1. Awareness provided for students' counselling……………………
2. Awareness provided for all teachers, parents & school staff………………..
3. Having a qualified trained instructor ……………….
4. Orientation for different counselling programmes……………………
5. Maintaining relevant files…………………

5	4	3	2	1

Indicator 2 – A well planned procedure adopted on class level to identify students' problems.

1. A clear methodology adopted to identify problems…………………
2. Secrecy preserved for identified problems ………………………………
3. These problems are referred to Counsellor & analyzed………………………
4. Counsellor facilitate to solve these problems……………………..
5. Counselling service made popular in school………………………………..

5	4	3	2	1

Indicator 3 – Students to be referred to Vocational Guidance

1. A program available to identify interests and skills of students in Secondary Grades……….
2. In Grades 11 and 13 guidance provided according to the interests and skills of students……
3. Places having Vocational Training Courses and Centers identified……………….
4. Register such Institutions and obtain their contribution as resource ……………
5. School Leavers referred to such Institutions………………………………..
6. Above procedure commended by students and parents…………………

5	4	3	2	1

Indicator 4 – School Resources utilized for Students' Vocational training needs

1. Resources identified……………………………………
2. Opportunities provided for use of resources with a vocational tendency……………………
3. Vocational programs implemented without affecting formal Learning Utilizing internal and external resources……………………………
4. Updated reports maintained for this purpose………………………..
5. Progress Monitoring conducted……………….

5	4	3	2	1

Indicator 5 –Vocational and Certificate Courses.

1. Awareness provided for students relating to Vocational examinations conducted by various Institutions throughout the year………………………………….
2. Students who have passed Ordinary Level referred to Vocational Training and Certificate Courses suitable for their vocational Qualifications………
3. Students who have passed advanced Level referred to Vocational Training and Certificate Courses suitable for their vocational Qualifications………
4. Awareness provided for class teachers regarding this……………
5. Maintaining files regarding vocational orientation …………..

5	4	3	2	1

Indicator 6 – School Canteen.
1. Meals packed in a sanitary manner…………………………………
2. They are in a pleasing and clean position (Local food)……………
3. Meals available at a reasonable price…………………………………
4. Meals provided with a proper standard and suitable for children's health…………..
5. Can be purchased easily by all ………………………………

5	4	3	2	1

Indicator 7 – Co-operative Trade Stall
1. Quickly accessible……………………………..
2. Learning material required for students are available……………………
3. Quality goods can be purchased at low price…………………………
4. Sufficient stocks are available……………………………………
5. Place is attractive………………………………………..

5	4	3	2	1

Indicator 8 – Maintains a School Bank Service – Savings Service
1. A School Bank Service is available…………………………………
2. Students' tendency for saving………………….
3. Implementing inducement programs for saving…………………………
4. Savings services implemented enabling to obtain an educational value……….
5. A place has been reserved for this purpose………………………….

5	4	3	2	1

Indicator 9 – Transport Facilities based on Students' needs
1. Transport systems used for arrival have been identified……………………
2. Necessary transport facilities supplied jointly with Government Institutions……..............
3. Students have been directed to minimize transport problems………….
4. Attention drawn to maintain student discipline……………………
5. A Program implemented for the safeguard of students………………………

5	4	3	2	1

Indicator 10 – Quality and Quantity of these Student welfare Programs.
1. A monitoring methodology …………………………
2. Obtaining information relating to above programs…………
3. Identifying Shortcomings …………………………………
4. Remedial programs implemented for such shortcomings…………….
5. Subjected to commendation by school community……………………..

5	4	3	2	1

Indicator 11 – Student dignity and Personality Development
1. A systematic procedure to receive students who are newly admitted to school……… …
2. Addressing children by their names in a pleasing manner………………..
3. A reasonable procedure for selection of Prefects……………….
4. A procedure adopted to prevent physical and mental harassment……………
5. Leadership training programs …………….

5	4	3	2	1

Indicator 12 – Prevention of the student from being subjected to abuse or other hazards within the School Premises/Hostel.
1. A fulltime supervision program implemented to cover all places in school………………..
2. Information relating to unfavorable behaviors and acts of abuse ………
3. Procedures adopted relating to the information revealed thereby……………
4. Assistance received from teachers for these procedures/programs………
5. Awareness provided for parents ………………………

5	4	3	2	1

Indicator 13 – Identification of students' health and nutrition level by clinics
1. Physical development programs conducted for Grade 1,4 and 7 students…………………
2. Medical clinics were held………………………
3. Awareness programme on vital facts revealed by clinics for parents……………………
4. Files available relating to the same…………………….……..
5. Necessary assistance provided for treatments………………..

5	4	3	2	1

Indicator 14 – School Nutrition Programs implemented based on identified needs

1. Children with malnutrition identified ………………..
2. Planned nutrition programs implemented for them………………………..
3. These programs are continuously implemented……………………………..
4. Parent's assistance received………………………..
5. Attention drawn for a balanced mid day meal………………………

5	4	3	2	1

Indicator 15 –Awareness Programs on epidemics/infectious diseases

1. Awareness programs conducted related to prevention of epidemics/ Infectious diseases under health and medical advice………………………..
2. Instances harmful to school education owing to Epidemics/infectious diseases………………………………….
3. Importance of prevention from diseases rather than treatment is stressed………
4. Display boards on health are exhibited in the school………………………..
5. There is a system of sending students falling sick suddenly to their homes/ hospitals………

5	4	3	2	1

Indicator 16 – Students health and sanitation

1. There is a daily procedure for cleaning lavatories and bathrooms…………
2. Measures taken to prevent breeding of flies/mosquitoes …………………
3. Maintaining removal of garbage and cleaning work continuously……………………
4. A Re-cycling process ………………………….
5. Promoting good health habits …………………..

5	4	3	2	1

Indicator 17 – Children attending school late daily

1. Reasons for late attendance of students identified…………………………….
2. They have been analyzed and habitual late comers identified ……………….
3. Proper action taken to minimize late attendance……………………………..
4. Awareness provided for parents relating to late attendance…………………
5. Appropriate monitoring implemented……………………………………….

5	4	3	2	1

Indicator 18 -School drop outs

1. Enquiries made relating to school drop outs and reasons analyzed……..…
2. Programs implemented to minimize drop outs…………………………….
3. Updated information maintained relating to this matter……………………
4. Techniques applied to bring them back to school………………………….
5. Files related to discussions held after meeting parents/guardians ..………..

5	4	3	2	1

Indicator 19 - Children having socio economic problems

1. Children having socio-economic problems identified on class level, systematically…………………………………………….
2. Awareness provided for donors of students with identified needs…………
3. List of names of sponsors available……………………………………..
4. Systematic procedure adopted to provide such assistance to students………..
5. Secrecy of such reports maintained……………………………………….

5	4	3	2	1

Indicator 20 – Tobacco & Drugs Prevention program

1. Awareness provided for students on tobacco and drug prevention………………..
2. Information unit maintained to observe whether such habits are existing in the school………………………………………………
3. Identified students made to understand their ill effects…………………..   (By referring to Counsellors)
4. Posters and drawings relating to tobacco and drug damage exhibited within the school…………………………………………..
5. Commemorates Drug Prevention Day ………………………………

5	4	3	2	1

Indicator 21 – Methodologies adopted by school for disaster management identified

1. Sudden disaster that would happen owing to location of school introduced……
2. Awareness provided for school community on nature and implementation of Such sudden disasters…………………………………………………
3. Methodologies identified to minimize dangers in sudden disasters………
4. Responsibilities assigned to school staff to adopt procedures In such instances…………………………………
5. Action taken to obtain sponsorship from outsiders……………………

5	4	3	2	1

Indicator 22 – A systematic programme available to minimize dangers in disasters

1. Disaster Management Committee established in school………………………
2. Persons to lead operations specifically, have been identified………………..
3. A signal system to inform disasters available in school…………………..
4. Awareness provided for school community relating to nature of signals through rehearsals……………
5. Prefects given training relating to these activities………………….

5	4	3	2	1

Indicator 23 – A First Aid system identified and implemented for dangers and sicknesses.

1. First Aid Sets kept in school on class level………………………
4. A First Aid Unit established in school under a male/female teacher…………
3. This Unit is actively maintained……………………………
5. A specific procedure adopted in school to provide facilities to adult girls…………
5. Awareness program conducted to prevent sudden disasters and diseases…………

5	4	3	2	1

Indicator 24.- An Awareness program conducted for teachers, students and Parents relating to importance of the observation of students' mental health.

1. Children having mental problems identified……………………..
2. Children referred for treatment where necessary………………….
3. Awareness provided for parents on mental health…………………
4. Counseling provided for this purpose……………………………
5. Thereby obtaining fruitful results ….……………………………

5	4	3	2	1

Indicator 25 – Programs organized and implemented to create students' understanding of various religions.

1. A concentration programme provided for students before the teacher begins the lesson …….............
2. Implementing programs by various religions to control emotions ……………….
3. Responsibilities of this assigned to a teacher……………………….
4. Parents concurrence obtained for this purpose………………
5. It is reported that students' discipline problems were reduced by this………

5	4	3	2	1

Indicator 26 - Methodology adopted for fruitful utilization of leisure time

1. Students can spend their leisure time fruitfully before/after and during intervals………………………………
2. During this period students referred to co-curricular activities to mold their behavior/ character ……………………………
3. Problematic behaviors of students minimized by above programs to a certain extent……………..
4. Observation team appointed for these programs……………………
5. Plans and reports maintained for this purpose………………………

5	4	3	2	1

Number of Indicators evaluated:…………………….

Total number of marks obtained:……........................

………………………..   ……………………….
Signature of Evaluator

                                    Signature of Principal

Name:……………..

Designation:……………

Official Address …………………

Date:………….

School and Community Relationships – Annexe VII

Instructions:

Please decide and note down the number of marks to be received under the position entitled after considering in general the facts (relating to all) submitted under each Standard

Excellent	5 marks
Very Good	4 marks
Good	3 marks
Satisfactory	2 marks
Should be developed	1 mark

Please use the dotted line for noting down your observations in evaluation activities.

Indicator 1 - Discussions to be held with parents on class level
1. Class circles established in every class………………………….
2. Class circle meetings held at least once in a term………………
3. There is an educational value in the decisions taken in class circles………….
4. These decisions have been implemented……………………………
5. Systematic reports kept relating to parent' data and information………..

5	4	3	2	1

Indicator 2- Information Register maintained relating to school community

1. Information in Past Pupils' register updated………………………..
2. Register of persons providing assistance to school updated……………..
3, Information register of institutions in the vicinity of school maintained………..
4. Information register relating to other institutions maintained……………
5. There are instances having benefits from these information………………

5	4	3	2	1

Indicator 3 – School Development Society

1. Parents attendance percentage for General Meeting of School Development Society is satisfactory……
2. Membership register of School Development Society updated…………
3. Attendance of committee members for S.D.S Committee meeting is adequate…………..
6. Minutes of meetings are available……………………..
7. Decisions taken in such meetings were implemented……………………

5	4	3	2	1

Indicator 4 – Active participation of community

1. Past pupils' assistance obtained for physical and human resource development in the school……..
2. Well wishers' assistance utilized for physical and human resource development in the school……..............................
3. School Development Society and Past Pupils' Association statutorily conducted ……..
4. Well Wishers' assistance obtained for human resource development of the school……...
5 Resource Persons' assistance obtained for development of school……….

5	4	3	2	1

Indicator 5 Communication of day to day information in the school
1. Notice Boards and utilized……………………………….
2. Community educate relating to School Calendar……………………
3. A parent-teacher relationship book maintained in a fruitful manner for every student…………………..
4. Alternative strategies implemented for obtaining community view (Complaint Boxes etc) ……………………….
5. There is evidence that information obtained from community was helpful for development of school………………..……

5	4	3	2	1

Indicator 6 – School is open for the parents.

1. A day has been assigned in the week…………………………
2. A system planned for meeting the Principal…………………..
3. A system planned for meeting the teachers…………………..
4. Reason for visit has been recorded………………………
5. Solutions granted for parents' problems are recorded………..

5	4	3	2	1

Indicator 7 – systematically planned utilization of resources for community needs

1. Identify resources that could be provided to the community through schools…………………………
2. Clear methodology for providing them…………………..
3. Awareness provided for community on such methodology……………
4. Registers maintained relating to use of these resources………………
5. A tendency to fulfill the needs of community…………………………..

5	4	3	2	1

Indicator 8 - Work Plans and Activities for which teachers and students join for the requirements of the community combined with the school are filed and kept.

1. An annual plan is prepared to obtain community contribution…….
2. Relevant plans are implemented…………………………………..
3. A methodology available to evaluate these activities……………………….
4. All teachers and students in the school participated based on needs…………
5. Records relating to this are maintained………………………

5	4	3	2	1

Indicator 9- Contribution obtained from community for development of learning teaching process in school.

1. Identifying specific instances for obtaining community contribution……………………………………………….
2. Responsibility of this work entrusted to a teacher in school…………….
3. Relevant reports maintained……………………………………
4. Registers for resources persons selected from community…. ………
5. Contribution received for educational development of school through the above facts……..………………..

5	4	3	2	1

Indicator 10 – Physical resources owned by community utilized for learning teaching process.

1. Identify relevant physical resources……………………………
2. A Register of resources owned by community prepared…………..
3. Responsibility of this work entrusted to a teacher………………….
4. Reports of obtaining physical resources maintained……………..
5. Letters of thanks issued to community for supplying physical resources to school……………………..

5	4	3	2	1

Indicator 11 –Community assistance obtained for security of school

1. Responsibility assigned to Security Committee……………………
2. A security scheme planned……………………….
3. Provided awareness to community on security scheme…………………
4. Identifying specific instances of obtaining community assistance for this purpose ………………………………
5. Security work well implemented…………………

5	4	3	2	1

Indicator 12 – Provided awareness to parents on school curriculum and system of evaluation

1. Provided awareness to parents on Grade level relating to curriculum………
2. A methodology to Provide awareness to parents' on new educational trends…………………………………………..
3. Provided awareness to Parents on School Based Assessment…………………
4. Reports maintained on parents responses…………………
5. Provided awareness to Parents on students' Projects……………

5	4	3	2	1

Indicator 13 – Transparency on contribution received for school development

1. Documents prepared and exhibited relating to contribution
   Received for school development………………………
2. Files systematically maintained for this purpose………………
3. Nature of contribution (material/assistance/financial etc.)
4. Budgets submitted to the School Development Society……………
5. Prior approval obtained from the Department for this purpose…………

5	4	3	2	1

Indicator 14 - Assistance provided by School to solve problems faced by community

1. School is vigilant on problems faced by community……………………
2. Regarding these problems a methodology available to provide
    awareness to community……………………………………………
3. Awareness on disaster management provided……………………
4. Community will be joined in solving problems…………………
5. A systematic file is opened for this purpose……………………

5	4	3	2	1

Indicator 15 - Awareness programs organized for the community under various themes.

1. Provide awareness to Parents to maintain a favorable learning atmosphere
    in their homes…………………………
2. Awareness provided to refer school drop outs to vocational guidance…………
3. Provide awareness to Parents to allow students to select subject areas
    according to their interests ………..…………….
4. Counselling services provided for problematic family units …………..
5. Specialist teachers' assistance referred for community needs…………..

5	4	3	2	1

Indicator 16 -Obtained community assistance to maintain School Image

1. Awareness provided for community relating to school culture
   With a historical background specific for the school……………
2. Community assistance obtained for maintaining school
   Culture continuously……………………………………….
2. Action taken to maintain a strong inter personal
   relationships ……………………………………………
4. Communication extended to community relating to school
   Core system (with identity)………………….
5. Community assistance obtained to maintain Code of Ethics
   In the school (Student/teacher)…………………..

5	4	3	2	1

Indicator 17 – Contribution from other Institutions.

1. Institutions favorable to school identified……………….
2. Assistance obtained for development of physical resources in the school
   (Buildings etc.)
3. Assistance obtained for human resource development……………
4. Awareness provided and approval obtained from Ministry/ Provinces/
   Zones for all these activities……………………
5. A systematic file in relation with activities in the school and
   other Institutions………………………

5	4	3	2	1

Number of Standards evaluated:……………………

Number of Indicators evaluated:…………………….

Total number of marks obtained:……......................

………………………..   ………………………
Signature of Evaluator

          Signature of Principal

Name:……………..

Designation:……………

Official Address …………………

Date:………….

Annexe VIII

Student Development for Knowledge Based Society

This new evaluation components aimed at student quality and personality development with a broad education philosophy. Specific criteria are not included of indicators relevant to educational standards and levels of standard of this component because education relevant to student development for Knowledge based society can be obtained by the following three sections.

1. Formal - (education through systematic curriculum relevant of each grade in the system of education)
2. Informal – (Co-currucula Activities and hidden curriculum)
3. Non Formal – (Education though different courses apart from school, printed and electronic media such as newspapers,radio, television and daily experience.)

The evaluators should be well aware of the following in the monitoring of evaluation process relevant to educational standards, level of standards or indicators of the above component.

The activities relevant to the indicators should have following criteria to award marks.

1. Beginning
2. Plan
3. Objectives
4. Results
5. Progress
6. Participation

The evaluator should be able to select a few indicators as they represent a broad field. **Projects or programmes implemented in schools to assure 10,11and 12 standards too can be utilized apart from the indicators mentioned.** If new projects prepared according to future trends are required they could be used as indicators. If the number of indicators exceeds 40 add 5 marks for each, considering beginning, plan, objective, results, progress and participation to prepare school **Educational Quality Index (SEQI)** by calculating the percentage.   .

The community, all parents and teachers should be aware of that, student development taking place under such broad fields. Then opportunities will occur to obtain the assistance of community especially from sponsors, well wishers, past pupils and parents by organizing different broad learning situations which are required for student development such as projects, discussions and conferences.

Further the active state of the relevant selected indicators in the school should be observed by the evaluators. The information can be obtained from discussion and reports submitted by teachers and students. Marks should be awarded for the following criteria for each indicator of this component which will reach excellence through exploring knowledge by the student of the future world. (According to the evaluators observation)

Excellence 05 marks   Satisfactory - 02 mark
Very good 04 marks   To be developed 01 mark
Good - 03 mark

Strengths or problems identified by the evaluator should be clearly stated with relevant number of the indicator.

* **It is very thoughtful for the school management committee to create new indicators according to educational standards if necessary for their school, apart from indicators available in all eight evaluation components. Further school educational quality can be evaluated by themselves(refer page 16 & 112) by preparing school educational quality index (SEQI) annually.**

Annexe IX

Report on Internal School Evaluation
(Specimanform A)

Genaral Management   (Marks Obtain)

Marks Obtain   - 65

Standard	Indicators	Maximum marks to be obtained	2009	2010	2011	2012
(3) The Management Committee including the Principal act displaying the competencies, leadership and transparency needed for educational management and administration 1.1 The existence of an educational leadership and a participatory management capability with professional ethics and responsibilities. 1.2 The maintenance of an updated Educational Management Information system(EMIS) and use it effectively. 1.6 To prepare & practically implement the school plan to reflect the vision ,mission and school quality policy. 1.7 To monitor delegated responsibilities through directing the human resources of the school effectively and efficiently 1.8 Ensuring that a transparent financial management exists.	1.School vision	5	3			
	2.Mission of the school	5	3			
	3.Five year plan	5	3			
	4.Annual Action Plan	5	-			
	5.Physical environment of school is systematic	5	4			
	6.File maintenance methodology	5	3			
	7.Physical resource maintenance Management	5	3			
	8.Student attendance register	5	4			
	9.Teachers' attendance register	5	4			
	10.Facilities and Service Charge account	5	3			
	11.School Development Account	5	3			
	12..Quality Inputs Account	5	3			
	13.Railway Warrants/Teacher salaries	5	3			
	14.Other financial activities	5	4			
	15.Start and close of the school	5	4			
	16.Time tables	5	3			
	17.Class Report Books	5	4			
	18.Teachers' leave	5	3			
	19.Non Academic staff	5	-			
	20.Management Information System	5	-			
	21.Leadership style	5	4			
	22.Disciplinary Management Activities	5	4			
Marks		**110**	**65**			

Maximum marks to be obtained   -110

    Percentage   - $\underline{65}$ x 100

                                110

                                - 59 %

∗ Maintain a summary report as below in a CR book after conducting School Total Quality Evaluation annually
∗ Prepare one double page each for all eight components according to 'specimenform A'
∗ Maintain separate files for classroom evaluation and Internal Evaluation based on relevant indicators and criteria of all eight componants according to 1-8 annextures in the Guidelines in National Educational Standards and ISA competencies.
∗ Include SEQI report in the last page' Relevent files regarding internal evaluation and classroom observation should be kept seperately.

Report on annual School Education Quality Index
Specimenform B

Componants	2009	2010	2011	2012	2013	2014	2015
1. General Management	65						
2. Physical and Human Resources Management	80						
3. i. Systematic curriculum Management	55						
ii. Classroom Observation	53						
4. Co-curricular Activities	60						
5. Student Achivments	102						
6. Student welfare	80						
7. School and Community	53						
8. Student Development for Knowledge Based Society	110						
9. Obtained marks	658						
10. Maximum selected indicators	220 x 5= 1100						
11. Classroom Evalaution	100						
12. Maximum marks to be obtained	1200						
13. Annual School Educational Quality Index - SEQI	$\frac{658}{1200}$ x 100 **- 54.8%**						

∗ It is possible to identify the difference of school development continuosly if such an information system is built up. Therefore preparation of School Educational Quality Index (SEQI) opportunities are provided to identify strengths ,problems and bench mark of a school. Further school internal efficiency & effectiveness could be enhanced through maintaining an internal evaluation mechanism continuously. If principal through his leadership guide the teaching staff on this process, the development opportunities will be provided for commitment to fulfil responsibilities and self development of the school. Attention should be made to include the following facts when presenting conclusion on standards in the final report of the evaluation process by internal or external evaluator regarding the evaluation of all eight components.

Internal Evaluation Committee	**External Evaluation Committee**
(Widely Implemented) - **W** (5 Marks)	(Exellence in Standard) - **E** (5 Marks)
(Partially Implemented)- **P** (1-4 Marks)	(Meets the Standard) - **M** (3-4 Marks)
(Not Implemented) - **N** (No Marks)	(Does not Meet the Standard)- **D** (1-2 Marks)

It is possible for the Evaluators, Managers, Principals, Teachers and school Community to know whether quality of the school is assured or not through maintaining annual evaluation report according to the above marking scale. Further this infomation can be utilized by planners who provide resource to schools officers and trainers to develop the schools qualititatively.

Annexe X

අධ්‍යාපන අමාත්‍යාංශය
கல்வி அமைச்சு
Ministry of Education

"ඉසුරුපාය" , ශ්‍රී ජයවර්ධනපුර කෝට්ටේ
බත්තරමුල්ල
"இசுருபாயா" ஸ்ரீ ஜயவர்தனபுர கோட்டை

பத்தரமுல்ல
"Isurupaya", Sri Jayawardhanapura Kotte
Battaramulla.

මගේ අංකය
எமது இல.} ED/01/12/04/28/01
My No. … ………………….........

දිනය
திகதி } 10th March 2008
Date ……………………….............

Circular No. 2008/06

Provincial Directors of Education,
Zonal Directors of Education
Divisional directors of Education and
All Principals of Schools.

New Evaluation and Monitoring Programme for assuring the quality in education.

In terms of Section 2b of the 3rd Appendix of the Constitution of the Democratic Socialist of Sri Lanka the Line Ministry of Education is entrusted with the responsibility to maintain the continuous development of the quality and standard in education. In order to implement this responsibility the Management and Quality Assurance Unit has been established in the Ministry of Education effective from l5.01.2004.

This Unit was established as a main objective of the Secondary Education Modernization Project for the purpose of assuring the quality in education and thereby the standards, indicators and criteria have been prepared for the management of the human and physical resources in the field of education. Two Guidance books have been compiled and sent to all schools by the Management and Quality Assurance Unit titled as 'Guidelines on Internal School Evaluation' and 'Guidelines on Educational Standards and External Evaluation'.

Likewise, awareness has been provided to Principals of all National Schools relating to the Programme to be implemented for the development of quality in schools by using the Guidlines on Educational Standards and External Evaluation. At the same time training has been provided at the rate of 30 officers who were identified by referring to Provincial Directors of Education and thereby the Principal Management Boards are also being educated at present in Provincial Schools. As such I wish to draw the attention of all Provincial/Zonal/Divisional Education Officers and Principals in the education system to adopt the following procedures based on the New Evaluation and Monitoring Programme for achieving quality assurance in education.

Function on school level.

1   Teaching Staff should be guided to take action according to (Annexure 01) after selecting several indicators relevant to the key areas such as curriculum management and student performance indicated in the 'Guidelines on Educational Standards & External Evaluation' required for the development of the professional role for the purpose of ensuring the quality in education in their schools.

2 Following strategies should be followed to ensure the quality in the school for the promotion of efficiency in service and productivity by the School Senior Management Committee and the Internal Evaluation Committee (Annexure 02)

> Prepare a simple evaluation plan based on components and indicators required to be subjected to evaluation and while providing its copies to the Teaching Staff to educate them relating to requirement of maintaining the standard of their professional activities. (Annexure 03)
> Establish quality circles provide assistance and to report progress (Annexure 04)
> Report information by Classroom evaluation and observation (Annexure 05)
> Prepare student performance level analysis after terms tests(Grades 6-11) (Annexure 06)
> Conduct an overall school evaluation annually and identify strengths and issues (Annexure 07)

3 Principal should fill in the Forms in Annexures 03,04,05,06 and 07 relevant to the above strategies and should send such reports to the D.D.E.(Dev.) through the Zonal Director of Education and a copy to Divisional Director

4 Detailed information and copies of reports should be kept relating to above evaluations in the school internal evaluation file or in a C.R.Register The basic responsibility of this activity should be assigned to the Deputy Principals who are in charge of educational development

Functions on Divisional Level

1 Guidance to Principal to strongly maintain the school internal evaluation committees based on internal evaluation plans received from schools

2 Maintain an information system relating to education indicators for the sections selected by the school at the Principals' meeting on divisional level

3 Evaluate all schools in the division while directing schools towards development targets according to the evaluation plan provided by the school and after the school evaluation to send the report to the school within two weeks.

4 Divisional Director to send the four month progress report on school external evaluation implemented by the Division to the Zonal Director

Functions on Zonal level

1. Review the evaluation plans and reports submitted by the school and Divisional Directors of Education and while implementing feed back programmes by Zonal subject Directors and In Service Advisors to provide guidance to maintain the educational standard in the Zone

2. Evaluate and monitor the progress in schools by external evaluations based on education indicators relevant to various divisions and to send a concise report within 2 weeks.

3. Refer the concise report on external evaluation in the Zone (Annexure 09) once in four months to the Provincial Director of Education with a copy to Director Management and Quality Assurance Unit of the Ministry of Education

4. Take action to strengthen the Zonal level education development by the Zonal Evaluation Monitoring programme being sponsored by the Management and Quality Assurance unit of the Ministry of Education

Functions on Provincial level

1. Take action to maintain standard in education within the Province by monitoring the evaluation made on Zonal level
2. Review the evaluation reports issued on Zonal level at the Provincial level Zonal Directors' meeting and provide guidance for their development
3. Participation of the Provincial Coordinator (EQD) along with progress review reports of the Zone for the Zonal Evaluation Monitoring Programme conducted by the Management and Quality Assurance Unit of the Ministry of Education.
4. A copy of the concise report relating to the Provincial, Zonal, Divisional external evaluation progress should be referred once in 6 months to the Management and Quality Assurance Unit with a copy to the Secretary, Provincial Ministry of Education and its progress should be revealed at the Development Committee Meeting.

Functions. On National Level

1. Instead of the External Group evaluations conducted so far by the officers in the Ministry from year 2008 it is necessary to implement strategies to ensure the quality in education by monitoring the evaluations performed on Provincial level by the Management and Quality Assurance Unit. In this process there will a monitoring of the school external evaluation activities in all Education Zones with the participation of subject Directors in the Ministry through the Management and Quality Assurance Unit in the Ministry and Provincial authorities and to identify the strengths and issues in the respective Zone and also to implement necessary solutions after arriving at conclusions.
2. Management and Quality Assurance Unit should provide necessary solutions and make appropriate decisions on National Level and also introduce innovations after identifying the relevant issues by investigating the evaluation reports submitted by the Provincial Directors based on Zonal level monitoring experiences.

   ❖ Standard Based School External Evaluations in all Government Schools including National Schools and Government Approved Private Schools should be conducted by Zonal Offices and Divisional Offices and school evaluation will be done directly by the Ministry only in special instances. I wish to stress the fact that it is a serious responsibility entrusted to the Education Officers and Principals of schools to correctly identify the above approach and strategies and to ensure the development of quality in education and to maintain the proper standard.
   ❖ After the achievement of goals of the selected fields by strengthening this evaluation monitoring mechanism necessary action should be taken continuously by the School / Division / and Province to cover the other fields by selecting the remaining indicators and thereby to establish quality in education.

M.M.N.D.Bandara
Secretary,
Ministry of Education

Copies to:
      1.Hon.Minister of Education –For kind information
      2.Provincial Ministers- For kind information and necessary action
      3.Provincial Secretaries of Education- F.I/ F.N.A.
      4 All Subject Directors in the Ministry- For participation for the
      programme of Education Zone monitoring and evaluation.
      5. Director General- N.I.E.
      6. Chairman-National Education Commission- F.I./F.N.A.
      7 Commissioner General Examinations – Evaluation and Testing Service F.I./F.N.A.

Annexe 01

Matters to be considered in the selection of development targets

1. The aspect to be investigated by the Senior Management Board including the Principal in the selection of indicators/targets of the areas relating to quality development in education in their school.

  ✯ What are the indicators relating to development plans and targets in the school?
  ✯ What are the indicators to be use for solution of existing problems in the school?
  ✯ What are the indicators to be used for the utilization of school resources with maximum productivity and efficiency?
  ✯ What are the indicators relevant to development of teacher's professional role in the school?
  ✯ What are the indicators relevant to Co-curricular activities in school?
  ✯ What are the indicators relevant to internal evaluation in the school?
  ✯ What are the indicators relevant to development of students' performance level?

  Accordingly, indicators should be selected after studying Chapter 4 of the Guidelines on Educational Standards & External Evaluation Guide based on the requirements, strengths and issues existing in the school at present.

2. Likewise, the Management Committee including the Principal should study the components and education indicators required to be subjected to evaluation weekly/monthly/quarterly/ bi-annually and annually and thereafter a draft plan with a time frame should be submitted to the teaching staff.

3. The specimen form is indicated in annexure 03 and the plan can be revised after selecting the indicators according to the needs of the school/division/field/ subject or teacher

Annexe 02

<u>Internal Evaluation Committee</u>

❖ Principal should discuss with the Senior Management Committee and thereafter appoint the Internal Evaluation Committee

❖ Inclusion of Principal, two deputy Principals and a senior teacher to the Senior Management Committee is mandatory (Under Circular 2005/22)

❖ Apart from this, the Management Committee including the Principal should decide the number of members in the Internal Evaluation Committee which should be appointed to be in charge of the fields in the Guide provided, based on the number of students/teachers and parallel classes in the school.

Annexe 03

Educational Quality and Internal Evaluation Plan based on selected indicators for quality development in the process of school education. (Select indicators referring page 23 to 69 in Guidelines on Educational Standards and External Evaluation according to priority and requirement of the school)

Province   ………………………..   Name of School   ………………………..
Zone   ………………………..   Year   ………………………..
Division   ………………………..

Component select for Development	Stnd	Criteria based on indicators	J	F	M	A	M	J	J	A	S	O	N	D	No of Ev.	Marks obtain	Required resource	Responsibility	Monitoring
1 General Management	1	1.1- School vision																	
		1.2- Mision																	
	2	2.2- Annual action plan																	
	5	5.2- Time table																	
		5.3- Class record book																	
	6	6.1- Fruitful Management system																	
3 Curriculum Management	2	2.1- Educational competencies & assessment process																	
		2.3- Learning teaching process in primary																	
	3	3.1- Annual curriculum plan																	
		3.2- Utilizing quality inputs																	
	5	5.3- Teachers active participation																	
	7	7.2- Evaluation of learning teaching activities																	
		7.6- Felicitate teacher perfoamance																	
5 Students Achievment	1	1.1- 1 & 2 student competency																	
		1.2- 3 & 4 student competency																	
	4	4.1- Term test marks																	

This plan should be sent to the divisional director during the first term with a copy to zonal development director

Principals Signature ....   Date ....

Annexe 04

Quality Circles

Records should be maintained that the Internal Evaluation Committee has monitored(according to time frame) the progress in working according to the targets selected by the teaching staff. The Staff should be guided to set up quality circles within the school for maintaining efficiency and productivity in the services as informed at the training workshops. Quality circle is a strategy which could be utilized for the performance of any activity relating to various subject areas, evaluation areas and for institutional development.

What is a quality Circle?

It is a voluntarily gathered small group of employees for the purpose of developing their quality in professional life by analyzing and solving the problems relating to their services and for improvement of their skills and knowledge and thereby to improve the productivity in the institute.

Features in a Quality Circle
1. Availability of 04 to 12 members
2. Every member extending active contribution.
3. Assign a suitable name for the quality circle
4. Appointment of a leader
5. Appointment of a Secretary
6. Hold discussions weekly for about one hour for solving their professional problems
7. Receive assistance from the Management Committee

Performance of a quality circle
1. Identify problems relating to their professional role and hold brainstorm discussions for analysis
2. Select the problem to be solved according to priority list
3. Prepare action plan according to targets/indicators established for solving the problem
4. Implement the solution and maintain its records
5. Identify strengths problems in performance by progress monitoring and fulfill shortcomings in solutions
6. Enter a continuous development process according to next new target indicators selected for the problem arising again
7. Provide necessary encouragement by the Management Committee while appreciating quality circle activities.(Instruction/supply of resources)

Information Report on Quality Circles	Field related for establishment of quality circles		
	Maths	Class record book	Class evaluation activities
1. Date of starting quality circles			
2. Name of quality circle			
3. Number of members			
4. No.of meetings held			
5. Problems identified			
6 Problem selected to be solved			
7. Time allocated to solve problem			
8. Assistance received from Management Board for solving problems			
9 Benchmarks revealed in implementing quality circle			
10.Indicators to prove that the quality circle was successful			

A A separate sheet to be annexed when space is not sufficient to indicate details of quality circles

……………………………………….. …………………..
Signature of Principal (With Official frank)   Date

Annexe 05

Class evaluation report conducted by School Internal Evaluation Committee

	1-5	6-11	12-13 Arts	12- 13 Science	12-13 Commerce
1. No. of teachers in the school					
2. No. of teachers evaluated					
3. Its Percentage					
4. No. Of sections teacher evaluated during the year					
5. Total marks obtain from evaluation					
6. Average (Divide total marks from no of teachers)					
7. No. Of teachers obtained marks between 1-40					
8. No. Of teachers obtained marks between 41-60					
9. No. Of teachers obtained marks between 61-100					
10. No. Of evaluators for classroom observation					

(This report should be sent to zonal education offices on 31st July and 31st December annually.)

(In the above class room observation process refer page 77-84 in the Guidelines and instructions and specimen forms can be used if required.)

If excellent results (Bench mark) is achieved from relevant indicators of selected development component, state below.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

(Action will be taken by Zonal/Provincial and National level to introduce strengthen revealed in the system as Bench Marks)

Evaluation Team

      Name   Designation   Signature

1.
2.
3.

………………   ……………………
Principal's Signature   Date Duty
With official frank

Annexe 06

Name of the school …………………………………
Year………………
Tern ……………………

Student Achievement analytical report according to term test marks

State marks obtained for each subject in the columns. Total the number of students in

Subject	Grade 6				Grade 7				Grade 8				Grade 9			
	< 40	41-60	61-80	81-100	< 40	41-60	61-80	81-100	< 40	41-60	61-80	81-100	< 40	41-60	61-80	81-100
Religion																
Sinhala Language																
English																
Maths																
Science																
History																
Geography																
Life Skills																
Citizenship Education																
Aesthetic 1 Arts																
2 Dancing																
3 Music																
Practical Technology																
Health & Physical Science																
Second Language																

parallel classes if any. Subject teacher should do such an analysis after each term test and enter in the mark book. A copy should be sent to Zonal DDE (Education Development)

Principal's Signature ………………….

Date………………………

Annexe 07

Specimen form for total school internal evaluation report to be sent to zone by the principal at the end of the year

Components	No of indicators evaluated	Maximum marks to be obtained	Obtained marks	Percentage
1. General Management				
2. Physical & Human Resource Management				
3. Curriculum Management				
Classroom observation				
4. Co curricular Activities				
5. Student Achievement				
6. Student welfare				
7. School & Community				
8. Student Development for Knowledge Based Society				

Percentage of total school evaluation marks – ………………………..
Principal's Signature……………………   Date ……………..

According to the evaluation plan a detailed evaluation report should be maintained in a file or a CR book by principal & senior management board.

This summery should be sent to Deputy Director Development in the following specimen form (Annexe 07)

Components	No of indicators evaluated	Maximum marks to be obtained	Obtained marks	Percentage	
1. General Management	5	25	15	60	15/25*100 =60
2. Physical & Human Resource Management	5	25	12	48	
3. Curriculum Management	8	40	20	50	
Classroom observation		100	50	50	
4. Co curricular Activities	4	20	15	75	
5. Student Achievement	25	125	62	50	
6. Student welfare	5	25	10	40	
7. School & Community	5	25	10	40	
8. Student Development for Knowledge Based Society	5	25	12	48	
Total	62	410	206	363	

= 206/410*100
Percentage of total school evaluation   = 50.24%

(Refer Page 18 to 22 of the Evaluation Guideline)

Annexe 08

Specimen of the summery report to be sent by divisional Directors to Zonal Education Directors
Quarterly report of ……………Divisional external evaluation

Name of the school evaluated	Date of Evaluated	No of Evaluators	No of teachers evaluated & marks obtained						Marks obtained for selected components								Total Marks	Percentage
			1-5	6-11	12-13	1-40	41-60	61-100	1. General Management	2. Physical & Human Resource Management	3. Curriculum Management	4. Co-curricular Activities	5. Student Achievement	6. Student welfare	7.School & Community	8. Student Development for Knowledge Based Society		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
Total																		

Average evaluation percentage of the Division ……………….
(Divide the total marks from total no of schools to calculate average percentage)
(Mark 'X' of a component not evaluated)
Details of Bench marks identified in the Division
……
……
……
……

Main problems identified within the division and your suggestions to solve them
……
……
……
……
(If not enough space attach another sheet of paper)

………………………   ………………………
    Date   Divisional Director's Signature
                                                 With official frank

Annexe 09

Quarterly report of …………………zonal school external evaluation

Specimen of the brief report to be sent to Director of Education, Management&Quality Assurance Unit, MOE and Provincial Director of Education.

Name of the school evaluated	Date of Evaluated	No of Evaluators	No of teachers evaluated & marks obtained						Marks obtained for selected components								Total Marks	Percentage
			1-5	6-11	12-13	1-40	41-60	61-100	1. General Management	2. Physical & Human Resource Management	3. Curriculum Management	4. Co-curricular Activities	5. Student Achievement	6. Student welfare	7.School & Community	8. Student Development for Knowledge Based Society		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
Total																		

Average evaluation percentage of the Zone ……………….
(Divide the total marks from total no of schools to calculate average percentage)
(Mark 'X' of a component not evaluated)
Details of Bench marks identified in the zone
………
………
………
………

Main problems identified within the zone and your suggestions to solve them
………
………
………
………
………
(If not enough space attach another sheet of paper)

………………………   ………………………
    Date   Zonal Director's Signature
                                                   With official frank

Annexe 10

Monitoring evaluation report to be sent to MOE by the Provincial Department of Education

The name of the Zone/Division evaluated	No of schools evaluated in Zone / Division	No of teachers evaluated & no of teachers obtained required marks						Marks obtained for selected evaluation components									
		1-5	6-11	12-13	1-40	41-60	61-100	1. General Management	2. Physical & Human Resource Management	3. Curriculum Management	4. Co-curricular Activities	5. Student Achievement	6. Student welfare	7.School & Community	8. Student Development for Knowledge Based Society	Total Marks	Percentage
1……………Zone																	
Division																	
1																	
2																	
3																	
2……………Zone																	
Division																	
1																	
2																	
3																	
3……………Zone																	
Division																	
1																	
2																	
3																	
4……………Zone																	
Division																	
1																	
2																	
3																	
Total																	

(Prepare this specimen form accordingly for the other zones)

Average evaluation percentage of the Province ………………
(Divide the total marks from total no of schools to calculate average percentage)
(Mark 'X' of a component not evaluated)
Details of Bench marks identified in the province
………
………
Main problems identified within the province and your suggestions to solve them
………
………
(If not enough space attach another sheet of paper)

…………………….   ………………………
Date   Provincial Director's Signature
                                                         With official frank

ඇමුණුම **XI**
A modern approach to process of evaluation

Characterization of traditional system	Characterization of indicator based evaluation
1. It's a process linked with supervision based on authority.	1. It's a continuous democratic development process related to quality in education.
2. Its an isolated process which doesn't have a broad relationship with internal evaluation system in school.	2. Its in collaboration with internal evaluation system in school.
3. Summative based evaluation	3. Criteria based evaluation.
4. No transparency	4. Transparency is evident
5. Attention is not paid to total process of the school.	5. More consideration is paid on total management and teaching learning process though selected indicators.
6. Evaluation unable to convert into statistical data.	6. Presenting quality measurable indicators by converting statistical data obtained by evaluating each criteria.
7.Feed back process not conducted continuously.	7. At least thrice a year feed back process will be handled by school internal evaluation committee, Divisional evaluation team and zonal evaluation team.
8. A continual Management & Information System is not maintained by the traditional evaluation reports.	8. Able to maintain a Management & Information System easily on school, divisional, zonal, provincial and national level according to the modern evaluation process based on indicator.
9. Evaluation process is not related to the expected development targets.	9. Evaluation process is a development target related to each educational indicator.
10. Personal biased.	10. Personal unbiased.
11. Less encouragement is given to strengthen the management circle in traditional evaluation system as it is different to identify strengths, problems and exact development targets in an institute because it was not based on indicator.	11. As it is based on educational indicators it is possible to identify strengths, problems and future development targets of an institute for its progress and the evaluation process facilitates to strengthen the management circle (Planning/ Organizing/Implementing and Monitoring)
12. Less opportunities are being provided in the traditional system of evaluation to develop professional competency as it expects external advice but not self development.	12.More opportunities are being provided for capacity building and develop competencies of evaluators, principals, and teachers by selected indicators which leads to their professional development through self motivation.

Prepared by : Malini A.Vithanage,Deputy Director of Education,Management & Quality Assurance Unit,Ministry of Education

Annexe XI

<u>Editorial Board of Guidelines on National Educational Standards and ISA Competencies</u>

1. Policy Guidance   :-   Mr.Sunil S. Sirisena - Secretary
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      2. Mr. H.U. Premathilaka - Addl. Secretary
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   2. Mr. Vimal Siyambalagoda – Assistant Director General
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68. All Principals & Vice Principals of Teachers' Colleges
    (Workshops on 15th -16th February 2010)

69. Zonal Deputy Directors of Education incharge of Education Development – 94
    (Workshop on 12th-14th,19th-21st May & 02nd-04th June 2010)

70. National Schools Principals & Vice Pricipals participated in the workshop – 299
    (workshops on 12th-13th,15th-16th,19th-20th,26th-27th,29th-30thof October & 2nd-3rd,8th-9th,9th-10th December 2009)

71. Provincial & Zonal Deputy Directors of Education/Assistant Directors of Education (English) - 40
    (workshop on 19th ,20th & 21st June 2008)

72. Provincial & Zonal Deputy Directors of Education/Assistant Directors of Education (Sinhala) - 24
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73. Provincial & Zonal Deputy Directors of Education/Assistant Directors of Education (Social Science) - 27
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74. Provincial & Zonal Deputy Directors of Education/Assistant Directors of Education (Science) - 24
    (workshop on 24th ,25th & 26th July 2008)

75. Provincial & Zonal Deputy Directors of Education/Assistant Directors of Education (Primary) - 45
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76. Provincial & Zonal Deputy Directors of Education/Assistant Directors of Education (Maths) - 35
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We convey our sincere thanks to all resource persons who contributed in the preparation of the Guidelines and agree with the contents during the workshops, discussions and forums.