Brief: *Summary of the SAKSHAM assessment design, administration and data analysis process.*

1. Purpose of the Assessment

The SAKSHAM Assessment conducted in December 2025 was a baseline diagnostic assessment. Its purpose was to identify foundational and core subject competencies aligned to the respective Grade level and Grade minus 1 level.

- The assessment was conducted at a census-level i.e., all government schools (1,361) and all students (28,079) across grade 5 and 8.
- The assessment questions were mapped to the State's prescribed learning outcomes.
- A standardised assessment design was applied across the district, ensuring a common basis for analysis and comparison across schools, clusters, and blocks.

2. Assessment Design:

Grade	5	8
Mode of Assessment	• Pen and paper administered • Multiple choice questions (MCQs) • OMR-based assessment	
No. of Questions	15 per subject	20 per subject
Assessment Duration	30 minutes	45 minutes
Competency level	Grade and Grade minus 1 level	

Test schedule: *The assessment was conducted across 2 days i.e., 18th and 19th Dec'25*

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

3. Assessment Administration:

3.1. Assessment Readiness:

- Block Education officers (BEOs) of all 8 blocks were oriented on the purpose of the assessment and their pre and post assessment responsibilities.
- Cluster Resource Centre Coordinators (CRCCs) across all blocks were oriented on their logistical responsibilities.
- CRCCs were trained on the 2-day school assessment administration process [i.e., responsibilities of the Field Investigators (FIs)]. They further cascaded the training to all the designated FIs.
- The respective students and their guardians were given prior notice to ensure that attendance on both assessment days are maximised.

3.2. Test booklets:

- School-wise sealed Test booklets were prepared, with the following materials: Day 1 and Day 2 **Question paper and Answer sheets (OMR)** based on student enrolment **+ 5 buffer sheets; 4 return envelopes**.
- Sealed Test booklets reached the respective Block office locations 2 days prior to the assessment and the assigned block coordinator signed an NDA to ensure security of test materials.
- In the morning of the assessment day-1, CRCCs transported the test booklets to their allotted schools. And the seal was broken in the CRCCs/FIs presence.

3.3. Assessment integrity:

- Selection of field investigators (FIs): Government school teachers of classes 5 and 8 were selected. The District Education Office (DEO) administered a cluster-wise shuffling of the teachers to ensure no teacher was assigned their own school for invigilation.
- At the block-level, 3 coordinators per block were assigned to administer at least 2 surprise checks per assessment day (with no prior notice).
- At the district-level, 8 coordinators were assigned to each block, administering a surprise check in at least 2 schools (with no prior notice).

3.4. Post Assessment process:

Principals of the respective schools ensured that the used OMR answer sheets (+ unused assessment sheets and all question papers) were sealed as per instructions provided.
After assessment Day-2, CRCCs collected all return packages and submitted them to their BEO offices.
All return packages were sent to the District Education office to ensure a centralised and secure OMR scanning process.
Post scanning, the raw assessment data was cleaned and ready for Analysis

4. Analysis of Data:

The cleaned assessment data was analysed separately for Grade 5 and Grade 8. For each grade, two analyses are produced from the same responses: subject performance and Learning Outcome (LO) mastery.

4.1. Data cleaning:

Before analysis, each scanned record was checked and linked to a valid school and student.

- **School matching:** every record carries a UDISE code, the unique identifier for a school. Records are matched to the official school list to attach the correct school name, cluster and block. Codes with no match are held in a separate list and shown as “Unknown” for school and cluster, so they can be traced and corrected.

4.2. Scoring of responses:

- Each response is scored 1 for a correct answer and 0 for an incorrect or blank answer.
- A subject score is the number of correct answers divided by the number of questions in that subject, shown as a percentage. Grade 5 has 15 questions per subject; Grade 8 has 20.
- Where a school sat only one of the two days, the subjects tested on the missing day are recorded as “not available” rather than as zero, and are left out of those averages. This keeps an absent day from being read as poor performance.

4.3. Subject performance and learning-outcome mastery:
Two analyses are produced from the same set of responses.

- **Subject performance:** each student's percentage score on each subject, as above. These student scores are then averaged up to school, cluster and block level.
- **Learning-outcome (LO) mastery:** every question is linked to a Learning Outcome, a specific skill or concept. A student is counted as having mastered an LO only if every question under it is answered correctly; getting most of them right is not enough.
  At school level, the analysis reports the share of students who mastered each LO, and higher levels average those school figures. LO mastery percentages are often lower than subject scores. This is by design, not an error.

4.4. Band-wise classification:
Every percentage, whether a subject score or an LO mastery figure, is placed in one of four bands.

Score range	Band	What it means
0 to 25%	Very Low	Fewer than 1 in 4 questions correct. Needs urgent attention.
26 to 50%	Below Average	Between a quarter and half correct. Core concepts not yet secure.
51 to 75%	Moderate	More than half correct. Some concepts are understood, others still need work.
76 to 100%	Good	Most questions are correct. Learning outcomes largely achieved.

4.5. Aggregation of results:
Results are reported at five levels:
Student > School > Cluster > Block > District

- A school's figure is the average across its students. Cluster, block and district figures are the average across the schools they contain.
- These are simple arithmetic means: every school counts equally, whatever its size. A school with 5 students carries the same weight as one with 50 in the cluster average.