



# केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

**CENTRAL BOARD OF SECONDARY EDUCATION**

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



के.मा.शि.बो./नि०(शैक्ष.मूल्यांकन)/2023

दिनांक: 01 सितम्बर, 2023

परिपत्र संख्या: शैक्षणिक-मूल्यांकन-104/2023

के.मा.शि.बो. से संबद्ध सभी विद्यालयों के प्रमुख

**विषय: सफल पायलट (SAFAL Pilot) फरवरी 2023 रिपोर्ट जारी**

प्रिय प्रधानाचार्य/प्रधानाचार्या,

हमें यह सूचित करते हुए अत्यंत हर्ष की अनुभूति हो रही है कि फरवरी 2023 में आयोजित सफल पायलट (SAFAL Pilot), की विद्यालय रिपोर्ट जारी कर दी गई है।

**सफल के बारे में:**

राष्ट्रीय शिक्षा नीति 2020 के अनुच्छेद 4.40 की अनुशंसा के अनुपालनार्थ सफल (स्ट्रक्चर्ड असेसमेंट फॉर अनालायज़िग लर्निंग) एक योग्यता आधारित मूल्यांकन है जिसे के.मा.शि.बो. द्वारा जुलाई 2021 में अपने संबद्ध विद्यालयों में आरंभ किया गया था। यह गणित, भाषा और ईवीएस/विज्ञान के पाठ्यचर्या क्षेत्रों में कक्षा 3, 5 और 8 के विद्यार्थियों की योग्यता को परखने के लिए एक वार्षिक निदानात्मक मूल्यांकन है। सफल पायलट फरवरी, 2023 में बोर्ड से संबद्ध 1887 विद्यालयों में आयोजित किया गया था जिसका उद्देश्य बड़े पैमाने पर प्रशासनिक और तकनीकी तैयारी का परीक्षण करना था। इसके अतिरिक्त, सफल पायलट से प्राप्त आकड़ों का उपयोग मानक निर्धारण प्रक्रिया की दिशा निर्धारित करने हेतु किया गया।

**सफल विद्यालय रिपोर्ट की उपलब्धता:**

**कृपया ध्यान दें कि केवल सफल पायलट (फरवरी 2023) में भाग लेने वाले विद्यालयों के लिए ही सफल विद्यालय रिपोर्ट उपलब्ध हैं। महत्वपूर्ण निर्देश संलग्नक-I में दिए गए हैं।**

सफल विद्यालय रिपोर्ट देखने के लिए, विद्यालय अपने लिस्ट ऑफ कैंडीडेट (LoC) लॉगिन आईडी और पासवर्ड का उपयोग करके नीचे दिए गए लिंक पर लॉगिन कर सकते हैं।

**URL: <https://cbseafal.in/reports/>**

**सफल विद्यालय रिपोर्ट को समझना:**

सभी विद्यालयों के लिए यह समझना महत्वपूर्ण है कि सफल रिपोर्ट की विवेचना कैसे की जाए। अतः रिपोर्ट का प्रयोग करने से पहले, हम आपसे अनुरोध करते हैं कि आप उपरोक्त लिंक से स्कूल रिपोर्ट डैशबोर्ड पर उपलब्ध दस्तावेज़ **Understanding the SAFAL Report** पढ़ें। यह सलाह दी जाती है कि सफल विद्यालय रिपोर्ट की बेहतर समझ प्राप्त करने के लिए इस महत्वपूर्ण चरण की चूक न करें। Understanding the SAFAL Report शीर्षक युक्त प्रलेख **संलग्नक-II** के रूप में भी उपलब्ध है।

यह समझना भी आवश्यक है कि सफल रिपोर्ट विद्यालयों के लिए सुधार के क्षेत्रों की पहचान करने और लक्षित सुधार को लागू करने के लिए एक शक्तिशाली उपकरण के रूप में कार्य करता है।

अपेक्षित प्रश्नों को **संलग्नक-III** में FAQ प्रलेख में संकलित किया गया है। सफल रिपोर्ट के संबंध में किसी भी प्रकार के स्पष्टीकरण हेतु आप कार्यालय अवधि में दूरभाष संख्या **011-23231247** और **011-23232106** पर हमसे



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीटूशनल एरिया, नई दिल्ली-110002

'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi – 110002





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निःसंकोच संपर्क कर सकते हैं, अथवा आप [safal.query@cbseshiksha.in](mailto:safal.query@cbseshiksha.in) पर ईमेल के माध्यम से भी हमसे संपर्क कर सकते हैं।

हम आपके सम्मानित संस्थान में गुणवत्तापूर्ण शिक्षा प्रदान करने और उत्कृष्टता को बढ़ावा देने की आपकी निरंतर प्रतिबद्धता के लिए शुभकामनाएं प्रेषित करते हैं।

सादर,

डॉ० प्रज्ञा एम० सिंह  
निदेशक (शैक्षणिक-मूल्यांकन)

नीचे दर्शाए अनुसार निदेशालयों, संगठनों और संस्थानों के संबंधित प्रमुखों को उनके अधिकार क्षेत्र के अंतर्गत सभी विद्यालयों को सूचना प्रसारित करने के अनुरोध के साथ प्रति:

1. आयुक्त, केन्द्रीय विद्यालय संगठन, 18 इंस्टीट्यूशनल एरिया, शहीद जीत सिंह मार्ग, नई दिल्ली-16
2. आयुक्त, नवोदय विद्यालय समिति, बी-15, सेक्टर-62, इंस्टीट्यूशनल एरिया, नोएडा-201,309
3. सचिव, एकलव्य आदर्श आवासीय विद्यालय (ईएमआरएस), जनजातीय कार्य मंत्रालय, भारत सरकार।
4. सचिव, सैनिक विद्यालय सोसायटी, कमरा नंबर 101, डी-1 विंग, सेना भवन, नई दिल्ली-110001
5. अध्यक्ष, ओडिशा आदर्श विद्यालय संगठन, एन-1/9, दूरदर्शन केंद्र के पास, पीओ सैनिक विद्यालय नयापल्ली, भुवनेश्वर, ओडिशा-751005
6. शिक्षा निदेशक, शिक्षा निदेशालय, दिल्ली सरकार, पुराना सचिवालय, दिल्ली-110 054
7. सार्वजनिक निर्देश निदेशक (विद्यालय), केंद्र शासित प्रदेश सचिवालय, सेक्टर 9, चंडीगढ़ -160017
8. शिक्षा निदेशक, सिक्किम सरकार, गंगटोक, सिक्किम -737101
9. विद्यालय शिक्षा निदेशक, अरुणाचल प्रदेश सरकार ईटानगर -791 111
10. शिक्षा निदेशक, अंडमान और निकोबार द्वीप समूह सरकार, पोर्ट ब्लेयर - 744101
11. विद्यालय शिक्षा निदेशक, लद्दाख, कमरा नंबर 101-102, भूतल, परिषद सचिवालय, कुर्बाथांग, कारगिल - लद्दाख
12. विद्यालय शिक्षा निदेशक, आंध्रप्रदेश, तीसरी मंजिल, बी ब्लॉक, अंजनेय टावर्स, वीटीपीएस रोड, भीमाराजूगुट्टा, इब्राहिमपटनम, आंध्रप्रदेश - 521 456
13. निदेशक, केंद्रीय तिब्बती विद्यालय प्रशासन, ईएसएसईएस प्लाजा, सामुदायिक केंद्र, सेक्टर-3, रोहिणी, दिल्ली
14. सेना शिक्षा के अतिरिक्त महानिदेशक, ए-विंग, सेनाभवन, डीएचक्यू पीओ, नई दिल्ली -110001
15. सचिव, एडब्ल्यूईएस रक्षा मंत्रालय (सेना)का एकीकृत मुख्यालय, एफडीआरसी बिल्डिंग नंबर 202, शंकर विहार (एपीएस के पास), दिल्ली कैट -110010
16. अध्यक्ष, केमाशिबो के उप सचिव
17. सचिव/परीक्षा नियंत्रक/सभी निदेशक, केमाशिबो
18. केमाशिबो के सभी क्षेत्रीय निदेशकों/क्षेत्रीय अधिकारियों को इस अनुरोध के साथ कि वे इस परिपत्र को अपने-अपने क्षेत्रों में बोर्ड के संबद्ध विद्यालयों के सभी प्रमुखों को भेजें।
19. सभी संयुक्त सचिव/उपसचिव/अवर सचिव/सहायक सचिव, केमाशिबो
20. सभी प्रमुख/प्रभारी, उत्कृष्टता केंद्र, केमाशिबो
21. प्रभारी आईटी एकक को इस अनुरोध के साथ कि इस परिपत्र को केमाशिबो की शैक्षणिक वेबसाइट पर डाला जाए
22. प्रभारी, पुस्तकालय
23. रिकॉर्ड फ़ाइल

निदेशक (शैक्षणिक-मूल्यांकन)



'शिक्षा सदन', 17 राऊज एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002

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**CENTRAL BOARD OF SECONDARY EDUCATION**

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/Dir.(Acad.-Assessment)/2023

Date: 01 September, 2023

Circular No: Acad.-Assessment-104/2023

To,  
The Heads of Schools affiliated to CBSE

## Subject: SAFAL Pilot (Feb 2023) Reports

Dear Principal,

We are pleased to announce the release of the **School Reports for the pilot of the Structured Assessment For Analyzing Learning (SAFAL) conducted in February 2023.**

### About SAFAL:

SAFAL, a competency-based assessment as per the recommendation at the para 4.40 of the NEP 2020, was launched by CBSE in its affiliated schools in July 2021. It is an annual diagnostic assessment to be conducted for Grades 3, 5 and 8 to test student achievement in curricular areas of Mathematics, Language and EVS/Science. The SAFAL pilot was conducted in February 2023 for classes 5 and 8 in 1887 CBSE affiliated schools with the objective of testing administrative and technical readiness for conducting SAFAL at a large scale. Additionally, the data collected from the SAFAL pilot was used to guide the standard setting process for SAFAL.

### Accessing the SAFAL Report:

**Please note that only schools that participated in the SAFAL Pilot (Feb 2023) can access the SAFAL school report.** Steps for accessing SAFAL School Report are given at **Annexure-I.**

To access the SAFAL school report, schools can login at the link given below using their LoC Login IDs and password.

URL: <https://cbseafal.in/reports/>

### Understanding the SAFAL Report:

It is important for all schools to understand how to interpret the SAFAL School Reports. Hence, before delving into the report, we urge you to **familiarize yourself with the *Understanding the SAFAL Report* document**, available on the school report dashboard at the above link. **It is advised that this crucial step should not be skipped** to get a better understanding of the SAFAL school report. The document titled *Understanding the SAFAL Report* is also available as **Annexure-II.**

It is essential to recognize that the SAFAL report serves as a powerful tool for schools to identify areas of improvement and implement targeted interventions.

FAQ are available as **Annexure-III.** In case of any query or clarification regarding the SAFAL reports, kindly contact us at **011-23231247 and 011-23232106** during office hours. You may also reach us via email at **safal.query@cbseashiksha.in**



'शिक्षा सदन', 17 राऊज़ एवेन्यू, इंस्टीटूशनल एरिया, नई दिल्ली-110002

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*We wish you the best in your continued commitment to provide quality education and foster excellence in your esteemed institution.*

With warm regards,

**Dr. Praggya M. Singh,**  
**Director (Academics- Assessment)**

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18 Institutional Area, Shaheed Jeet Singh Marg, New Delhi-16
2. The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309
3. The Secretary, Eklayva Model Residential Schools (EMRS), Ministry of Tribal Affairs, Government of India.
4. The Secretary, Sainik Schools Society, Room No. 101, D-1 Wing, Sena Bhawan, New Delhi-110001
5. The Chairman, Odisha Adarsha Vidyalaya Sangathan, N-1/9, Near Doordarshan Kendra, PO Sainik School Nayapalli, Bhubaneswar, Odhisha-751005
6. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054
7. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160017
8. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101
9. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111
10. The Director of Education, Govt. of A&N Islands, Port Blair – 744101
11. The Director of School Education, Ladakh, Room No.101-102, Ground Floor, Council Secretariat, Kurbathang, Kargil – Ladakh
12. The Director of School Education, Andhra Pradesh, 3rd Floor, B block, Anjaneya Towers, VTPSRd, Bhimaraju Gutta, Ibrahimpatnam, Andhra Pradesh – 521 456
13. The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector -3, Rohini, Delhi
14. The Additional Director General of Army Education, A –Wing, Sena Bhawan, DHQ, PO, New Delhi-110001
15. The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010
16. DS to Chairperson, CBSE
17. Secretary/ Controller of Examinations/ All Directors, CBSE
18. All Regional Directors/ Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions
19. All Joint Secretary/ Deputy Secretary/ PPS/SPS/Under Secretary/Assistant Secretary, CBSE
20. All Head(s)/ In-Charge(s), Centre of Excellence, CBSE
21. In charge IT Unit with the request to put this Circular on the CBSE Academic Website
22. In-Charge, Library
23. Record File

**Director (Academics-Assessment)**



‘शिक्षा सदन’, 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002

‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi – 110002





## Steps for Accessing SAFAL School Report

**Step 1:** Open the SAFAL portal using the given URL

<https://cbseafal.in/reports/>

**Step 2:** You will be redirected to the login page. Enter the LoC Login Credentials of your school.

SAFAL / सफल

Affiliation No

Affiliation No

Password

LOC Password

Login

**Step 3:** Click on the login button to login to the portal.

SAFAL / सफल

Affiliation No

Affiliation No

Password

LOC Password

Login

**Step 4:** You will be redirected to the homepage for SAFAL reports.

**Step 5:** Click on the “Understanding the SAFAL report” hyperlink and read the instructions thoroughly.

SAFAL / सफल

Logged in: cbse

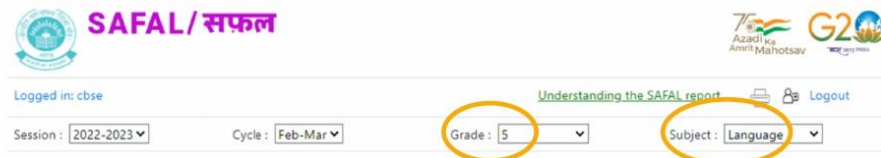
Understanding the SAFAL report

Logout

Session : 2022-2023 Cycle : Feb-Mar Grade : 5 Subject : Language



**Step 6:** Select the grade and subject as per the report you want to view, using the drop-down options - *Grade* and *Subject*.



**Step 7:** You can now view the report of the selected grade and subject.



**Step 8:** To view the performance of your school on each competency select "School" in the *Report* dropdown.

Competency Report	Targeted Grade Levels			
	2 Grade-Level below	1 Grade-Level below	At the Grade Level	Above Grade-Level
	% of students that correctly answered	% of students that correctly answered	% of students that correctly answered	% of students that correctly answered
Recognize the meaning of common grade-level words	71%	77%	67%	58%

**Step 9:** Click on the print icon for downloading or printing the report.



**Step 10:** To view and download the report for other grade-subject combinations, repeat steps 6 to 9.



**Structured Assessment for Analyzing Learning**

# UNDERSTANDING THE SAFAL REPORT



## About SAFAL

The Structured Assessment for Analyzing Learning (SAFAL) is a competency based assessment implemented across Grades 3, 5, and 8. The assessment measures student achievement in key competencies across the curricular areas of Mathematics, Language, and EVS/Science.

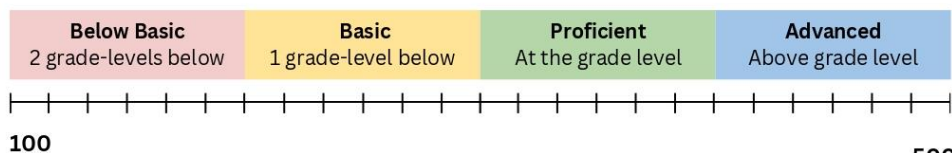
The main objectives of SAFAL are:

- **To equip educators with specific and actionable insights into students' key competencies.** This enables targeted academic support, ensuring students receive beneficial guidance to enhance their learning journey.
- **To supply schools with reliable, comprehensive data, facilitating the tracking of learning quality.** This data empowers schools to make informed decisions and implement effective improvements, thereby enhancing overall learning outcomes.

## About the SAFAL Report And Reporting Scales

SAFAL's assessment methodology results in a comprehensive school-level report wherein student results are anonymized and aggregated at a school level. This approach is designed to offer diagnostic insights into how a student cohort within a specific school performs on the SAFAL assessment. The report leverages two primary metrics (Scaled Scores and Proficiency Bands) to deliver these insights:

- **Scaled Scores:** Scaled scores, unlike raw scores, facilitate comparisons of SAFAL results across different assessment periods, thereby tracking progress over time and give more detailed information about student learning.
- **Proficiency Bands:** These bands divide student achievement into four clear levels. Each level shows the set of skills and knowledge that a student is expected to have at that point and any lower levels. By organizing student achievement into proficiency bands, SAFAL enables a user-friendly and easily comprehensible view of student learning progression. Furthermore, through this detailed proficiency band reporting, SAFAL equips educators with precise information, empowering them to design targeted strategies to improve students' competencies. The four proficiency bands for SAFAL are depicted below.



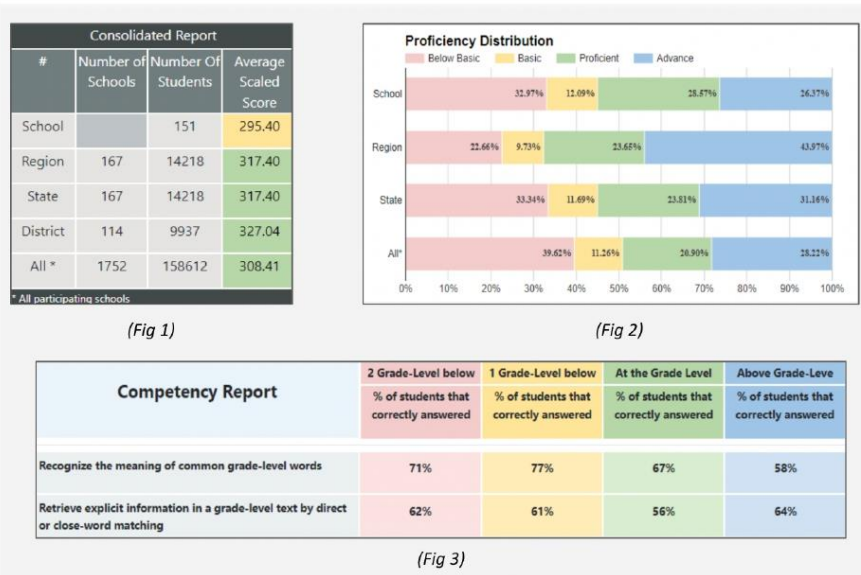




## Understanding the SAFAL Report

For every grade and subject combination assessed, the SAFAL school report includes these components:

- Consolidated Report:** This section presents the average scaled score of your school. It provides a side-by-side comparison with the average scaled score of participating schools of the district, state, and region to which your school is mapped. This comparative analysis serves as a benchmark to understand your school's standing within the larger educational context (Refer to Fig 1).
- Proficiency Distribution:** Student achievement, based on their scaled scores, is sorted into one of four proficiency bands. This section of the report illustrates the distribution of students across these bands in your school. In addition, it allows for a comparison with the proficiency band distribution at the district, state, and regional levels, and among all participating schools, providing a comprehensive view of student performance (Refer to Fig 2).
- Competency Report:** This section explores each subject in terms of its distinct competencies. It provides a detailed overview, showing the percentage of students at each proficiency level\* - either two grades below, one grade below, at the grade level, or above grade level - for every individual competency. This in-depth analysis aids in pinpointing the competencies where students are thriving or where they may need additional academic support (Refer to Fig 3).



\*A blank cell in the Competency Report indicates that there were no questions from that level in the SAFAL test

## Dos and Don'ts for Using the SAFAL Report



### Dos

Use the SAFAL report as a resource to:



Develop a comprehensive **understanding of your school's performance** through the findings.



**Identify competencies** that students across grades have successfully **mastered**.



**Identify areas requiring improvement** across grades and accordingly devise effective teaching and training strategies.



### Don'ts



**Do not treat SAFAL as a traditional high stakes examination** with pass/fail results.



**Do not induce exam-related stress.** Hence, do not prepare students for SAFAL.



**Do not categorize a grade's performance** as proficient or deficient based on the SAFAL report.

**Please note:** As per the National Education Policy (NEP), the outcomes of an assessment such as SAFAL are intended solely for developmental purposes of the school education system. Therefore, SAFAL does not furnish individual student reports.

## SAFAL Reports FAQs

<b>FAQs on Proficiency Scales and Scaled Scores</b>	<b>1</b>
1. What is a proficiency scale?	1
2. Why is a proficiency scale used for reporting assessment results?	1
3. What is the SAFAL proficiency scale?	1
4. What do the four levels in SAFAL proficiency scale indicate?	2
5. What are the numbers in brackets within each level of the proficiency scale?	2
6. What are scaled scores and how are they different from raw scores or percent correct scores?	2
7. Why does SAFAL use scaled scores for reporting results?	2
• Can scaled scores be depicted in percentages?	3
<b>FAQs on Proficiency Distribution</b>	<b>4</b>
8. What does the proficiency distribution indicate?	4
11. What does it mean if there is no numerical marking on the proficiency level?	4
12. What does it mean if a school is not able to see a particular proficiency level?	5
13. Why might the percentages in the proficiency distribution add up to more than 100? (eg. 100.01, 100.1)	5
<b>FAQs on Consolidated Report</b>	<b>6</b>
14. What is the consolidated report?	6
<b>FAQs on Competency Report</b>	<b>7</b>
15. How do I interpret the competency report?	7
16. What do the terms "2 Grade Levels below," "1 Grade Level below," "at Grade Level," and "Above Grade Level" signify in the SAFAL competency report?	7
17. What do the percentages in the competency report mean?	7
18. What does a blank in the competency report mean?	8
<b>Other Information</b>	<b>9</b>
19. How do I read and interpret the SAFAL report?	9
20. Can I print the SAFAL report?	9
21. Can schools view individual student reports from SAFAL?	9
22. Can I add the average scaled scores of different subjects to obtain a single average scale score for the school?	9
23. Can SAFAL results be compared from one year to the next?	9
24. What was the objective of the SAFAL pilot (February 2023)?	9
25. How were the cut scores for SAFAL proficiency scales determined?	10
26. Where can I access the SAFAL assessment framework?	10

# FAQs on Proficiency Scales and Scaled Scores



*Illustrative example of SAFAL proficiency scale*

## 1. What is a proficiency scale?

A proficiency scale in student assessments is like a structured system to measure a student's skill levels. It helps readers understand how well students have mastered certain skills or knowledge. It is like a ladder with different steps, where each step represents a progression from basic to more advanced understanding of skills. A student's position on the scale indicates mastery of specific skills/knowledge.

## 2. Why is a proficiency scale used for reporting assessment results?

Reporting student assessment results using a proficiency scale makes it easier to understand a students' skill level and progress. It helps teachers identify areas the student needs to work on and adjust how they teach to help the student improve.

## 3. What is the SAFAL proficiency scale?

SAFAL proficiency scales group student achievement into four clear levels. Each level shows what skills and knowledge a student should have at that level (including skills of the levels below). For example, a student at *Advanced* level on the proficiency scale has the skills expected at the *Advanced* level, as well as the *Proficient*, *Basic* and *Below Basic* levels. Similarly, a student at *Proficient* level would have the skills expected at the *Proficient* level, as well as *Basic* and *Below Basic* levels.

There are a total of 6 scales, one for each subject and grade combination. The subjects are Grade 5 Mathematics, Grade 5 EVS (Environmental Studies), Grade 5 Language, Grade 8 Mathematics, Grade 8 Science, and Grade 8 Language. Each scale has a range from 100 to 500. Each subject scale has different cut scores dividing the scale in four proficiency levels, because of which it is not possible to calculate a combined scaled score by adding and averaging scaled scores of different subjects. Please note the differing scales for the three subjects tested under Grade 5, depicted in the example below.

Subject (G5)	Illustrative Scale only			
Language	Below Basic [100 - 276.43]	Basic [276.44 - 299.99]	Proficient [300.00 - 343.56]	Advanced [343.57 - 500]
Mathematics	Below Basic [100 - 245.35]	Basic [245.36 - 299.99]	Proficient [300.00 - 375.42]	Advanced [375.43 - 500]
EVS	Below Basic [100 - 236.76]	Basic [236.77 - 299.99]	Proficient [300.00 - 355.12]	Advanced [355.13 - 500]

## 4. What do the four levels in SAFAL proficiency scale indicate?

The levels under the SAFAL proficiency scales indicate a specific range of skill and understanding. Each level represents a set of competencies or knowledge that a student is expected to achieve at

that level. These levels help us know where a student stands in their learning and what areas they might need to work on next. These are the four levels (the explanation below uses Grade 5 as an example):

- a. **Below Basic:** Students here show skills and knowledge that are from two grades lower. For example, a Grade 5 student in this category shows knowledge at a Grade 3 level.
- b. **Basic:** Students here show skills and knowledge from one grade below. So, a Grade 5 student in this category shows knowledge at a Grade 4 level.
- c. **Proficient:** Students at this level show skills appropriate for their current grade. A Grade 5 student in this category shows Grade 5 competency.
- d. **Advanced:** Students here show more advanced skills than their current grade.

#### 5. What are the numbers in brackets within each level of the proficiency scale?

The proficiency scale for a specific grade and subject in SAFAL ranges from 100 to 500 and has four levels - *Below Basic*, *Basic*, *Proficient*, and *Advanced*. The numbers in the brackets show the scaled score ranges for each level. Hence, a scaled score can be mapped to one of the four proficiency levels. For example, if in a given school, the average scaled score of Grade 5 on Mathematics is 320, it means that the grade's performance falls in the *Proficient* category.

#### 6. What are scaled scores and how are they different from raw scores or percent correct scores?

Scaled scores are scores that have been adjusted from the original raw score to fit a consistent scale. Think of it like converting temperatures between Celsius and Fahrenheit.

**Raw scores** are the simple count of how many questions someone got right. For example, if there are 50 questions and a student answers 40 correctly, their raw score is 40.

**Percent correct** is just the raw score converted into percentage, like 40 out of 50 questions would be 80%.

**Scaled scores**, however, take the raw score and adjust it, often to account for differences in test difficulty or to make scores from different tests comparable. It's a way to ensure fairness and consistency across tests or test versions.

#### 7. Why does SAFAL use scaled scores for reporting results?

SAFAL is a diagnostic assessment, hence using scaled scores with proficiency levels offers detailed information to educators. This helps identify what competencies a student has mastered and where they can improve. SAFAL also uses scaled scores to report results in a fair and consistent way across different test times. These adjusted scores make it possible to compare results even when tests are different.

To illustrate the significance of scaled scores: Imagine two students, Shantanu and Priya. While Priya takes a relatively simpler Test A, Shantanu attempts the more challenging Test B. If Priya's raw score on Test A is higher, it doesn't automatically mean she's more skilled than Shantanu, especially

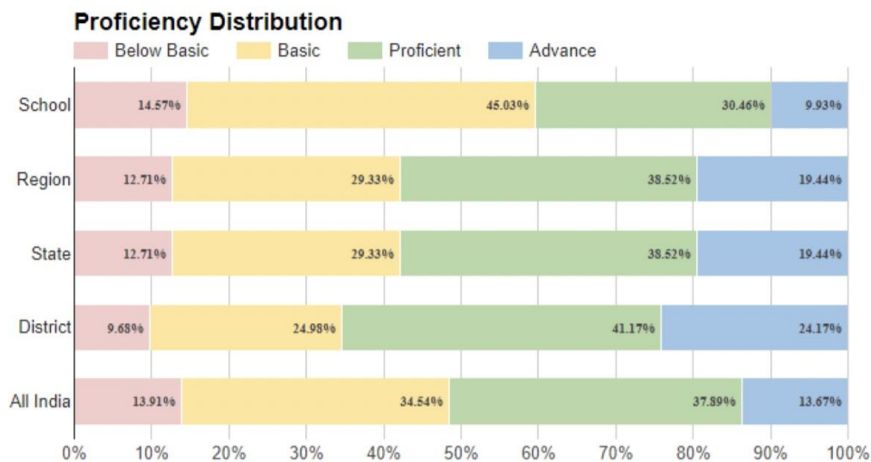
considering the varying difficulty levels of the tests. While raw scores might position Priya as the better performer, the scaled score could portray Shantanu in a more favourable light due to the test's rigour. Scaled scores, by adjusting for test difficulty, provide a genuine measure of a student's capability. This method ensures consistent tracking of progress regardless of test alterations or the specific group of students being assessed.

	<b>Raw Score (RS)</b>	<b>Scaled Score (SS)</b>
<b>Priya's performance on test A (Easy)</b>	80/100 RS	250 SS
<b>Shantanu's performance on test B (Difficult)</b>	60/100 RS	300 SS

**8. Can scaled scores be depicted in percentages?**

No, they cannot be shown as percentages. A scaled score of 400 on a scale of 100 to 500 means the performance is in the *Advanced* level for that grade and subject. But, it doesn't mean they scored 400 out of 500 or 80%. Converting scaled scores to percentages would be incorrect. It's best to understand scaled scores as they are along with their proficiency level descriptions without trying to turn them into percentages.

## FAQs on Proficiency Distribution

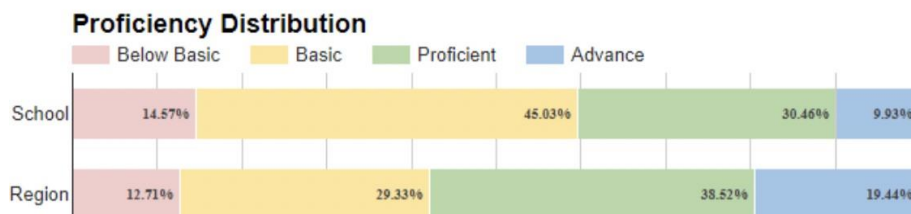


*Illustrative example of Proficiency Distribution*

### 9. What does the proficiency distribution indicate?

The proficiency distribution divides student achievement into four levels. It shows the percentage of students in your school/district/state/region/all participating schools in each proficiency level.

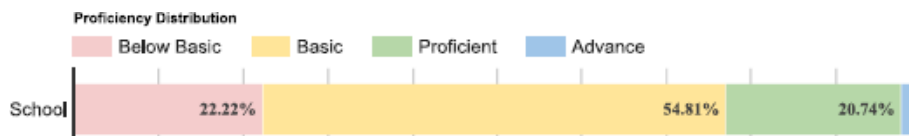
### 10. What does the % on the proficiency scale mean?



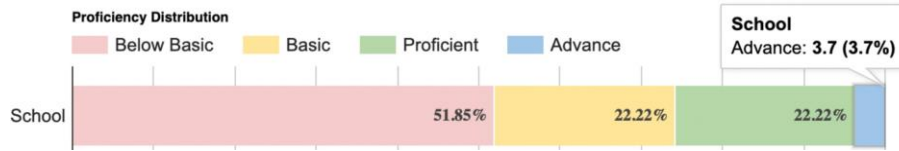
The percentages in the proficiency distribution show how many students are in each level based on their SAFAL test results. For example, in the illustration above, for a given grade and subject, 14.57% of the students who took the test from that school are in the *Below Basic* level, 45.03% are in the *Basic* level, and so on.

When we look at the performance of all students in that CBSE region who took the test, only 12.71% are in the *Below Basic* level and 29.33% are in the *Basic* level.

### 11. What does it mean if there is no numerical marking on the proficiency level?



Sometimes, the proficiency levels might not have numbers on them, as illustrated in the image above. This happens where there is no student in that proficiency level or the level's colour band is too small to accommodate numbers. In that case, you'll see the numbers/percentage by moving your cursor over the level (please refer to the illustration given below).



**12. What does it mean if a school is not able to see a particular proficiency level?**

This might happen when no students or a very small percentage of students fall in a particular proficiency level.

**13. Why might the percentages in the proficiency distribution add up to more than 100? (eg. 100.01, 100.1)**

Sometimes, when you add up the percentages in the proficiency distribution, the total might not be exactly 100%. It could be a bit more than 100%. This is because the percentages are rounded to the nearest hundredth and then added. This is also observed in other large scale assessments such as the PISA assessment. The table below is an example of instances when the total might exceed 100%.

	Below Basic	Basic	Proficient	Advanced	Totals
<b>Original %s</b>	23.9767556188 %	46.086649607 %	21.397688167 %	8.538906606 %	99.99999 % = ~100%
<b>Rounded off %s</b>	23.98 %	46.09 %	21.40 %	8.54 %	100.01%



## FAQs on Consolidated Report

Consolidated Report			
#	Number of Schools	Number Of Students	Average Scaled Score
School	—	135	279.53
Region	127	11283	306.57
State	2	162	287.46
District	2	162	287.46
*All	1752	158612	308.41

\*All participating schools

*Illustrative example of Consolidated Report*

### 14. What is the consolidated report?

The consolidated report is a table that shows a quick overview. It tells you how many students took the SAFAL test for a specific grade and subject in your school. It also shows the average scaled score of these students.

It is important to note that the purpose of the consolidated report is just to give an overview of the achievement of students at various levels, viz. district, state, region, all participating schools. It is NOT for any sort of comparison and should be used only for making strategies for further development of student competencies.

## FAQs on Competency Report

Competency Report	2 Grade-Level Below	1 Grade-Level Below	At the Grade-Level	Above Grade-Level
	% of students that correctly answered	% of students that correctly answered	% of students that correctly answered	% of students that correctly answered
Estimate sum/difference/product and quotient of numbers			39%	57%
Express a fraction in decimal notation and vice-versa			79%	58%
Identify and count in whole numbers, and identify their relative magnitude	61%	56%	77%	
Identify and represent fractions using objects, pictures, and symbols, and identify relative		43%	27%	80%

*Illustrative example of Competency Report*

### 15. How do I interpret the competency report?

In the SAFAL assessment framework, under each subject, several competencies are assessed. SAFAL tests each competency across different grade levels: two grades lower, one grade lower, at the grade level, and above the grade level. As a result, multiple questions are linked to each competency, targeting these different levels (as indicated by the column headers in the table above). The competency table shows the % of students that correctly answered questions of each competency targeted at different grade levels.

For example, as per the illustration given above, for the competency “Identify and count in whole numbers, and identify their relative magnitude”, 74% of students correctly answered the question testing that competency targeted at 2 grade levels below. This granular analysis highlights areas of students’ strength and pinpoints areas where additional support might be needed.

### 16. What do the terms "2 Grade Levels below," "1 Grade Level below," "at Grade Level," and "Above Grade Level" signify in the SAFAL competency report?

In SAFAL assessments, students are evaluated at various levels and not just at their current grade. This method, referred to as "scaffolding," helps uncover any learning gaps. For example, a Grade 5 test assesses skills not just at Grade 5 but also at Grade 3, Grade 4, and advanced Grade 5 level. This thorough evaluation helps teachers grasp the complete range of student abilities and areas that require attention.

### 17. What do the percentages in the competency report mean?

The percentage shows the % of students who correctly answered questions linked to a specific competency targeted at a particular grade level.

Please note that the %s of students correctly answering questions for a specific competency at different grade levels will not sum up to 100% (unlike the Proficiency Distribution presented in the

report). This is because the same students are assessed on a particular competency at different grade levels.

**18. What does a blank in the competency report mean?**

If you see a blank in the competency report, it means there were no questions from that competency targeted at that grade level in the SAFAL test.

## **Other Information**

**19. How do I read and interpret the SAFAL report?**

Make sure to refer to the "[Understanding the SAFAL Report](#)" document to correctly understand and use the SAFAL school reports.

**20. Can I print the SAFAL report?**

You can use the print option provided on the SAFAL reporting dashboard to either save the SAFAL school reports as a PDF or directly print them.

**21. Can schools view individual student reports from SAFAL?**

SAFAL is designed as a tool to diagnose areas where students can improve without creating high-pressure situations. Its main goal is to assist schools in recognizing and addressing these gaps using specific strategies. To avoid putting unnecessary pressure on students, SAFAL doesn't provide individual student-level reports.

**22. Can I add the average scaled scores of different subjects to obtain a single average scale score for the school?**

The average scaled scores of different subjects **cannot** be added together and averaged to create a single combined school score. This is because SAFAL has separate proficiency scales for each subject and grade combination tested. Each subject has its own unique scale.

**23. Can SAFAL results be compared from one year to the next?**

Yes, SAFAL results can be compared from one test administration to another. The use of scaled scores and proficiency levels makes this comparison possible. Even though different groups of students take the Grade 5 SAFAL assessment in 2023 and 2024, and the tests are different for the two years, it is still possible to do a fair comparison of school performance between those years. The use of scaled scores and proficiency levels helps make the comparison fair and equal across different years, even when the tests and students sitting for the tests are different.

**24. What was the objective of the SAFAL pilot (February 2023)?**

The SAFAL pilot was launched digitally in February 2023. It included 1,887 CBSE-affiliated schools, and about 4,01,241 students across all CBSE regions. The main goals of the SAFAL pilot were:

- a. To check if schools are ready for SAFAL implementation.
- b. To review assessment items and tools for accuracy and relevance
- c. To use the collected data to create performance standards for SAFAL.

Completing the SAFAL pilot successfully is a big step for the assessment. We're grateful to the schools, teachers, and students for their contribution. The SAFAL school reports for participating schools are now available on the SAFAL website.

## **25. How were the cut scores for SAFAL proficiency scales determined?**

The SAFAL pilot data was used to set clear standards for the SAFAL proficiency scale. A workshop was held, bringing CBSE teachers, assessment experts, and CBSE leaders together to analyse the pilot data. Teachers used 'Ordered Item Booklets,' which listed assessment questions by difficulty based on pilot results. This helped understand question complexity and possible student performance at different levels. Teachers marked suggested cut-off points for the four proficiency levels after reviewing. Through feedback and consideration of the impact on student classifications, final cut-off scores were decided. This process ensured the cut-offs were determined objectively, and accurately reflected student abilities.

## **26. Where can I access the SAFAL assessment framework?**

The SAFAL assessment framework handbooks are available under the [handbooks section of the CBSE academic website](#).