



Regional capacity development workshop on classroom-based assessments

UNICEF Ethiopia
2 to 4 July 2019

Presentation Outline

- Context
- The beginnings of the programme
- The revised programme & TOC
- The inside story
- The package
- Some Lessons Learned

Context



National Learning Assessments (NLA), 2004, 2008, 2010 indicated students low proficiency



EGRA reporting students inability to read in early grades



Mismatch between teacher records of student performance and students abilities (CCA tests not relating to learning outcomes)



Teachers unable to ask the right questions to identify learning or learning gaps.



Classroom teaching not aligned with learning competencies outlined in the curriculum



Hence, Low quality of education and students with weak foundational skills promoted through classes.

The Beginnings of the programme

A baseline
conducted in 2013



- 1) Children not achieving the basic learning competencies.
- 2) Teaching focused covering content not learning.
- 3) Need to improve teaching skills and classroom assessment

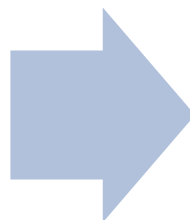
Intervention:
Accelerated
development of
literacy, numeracy
and life skills
among first cycle
learners in Ethiopia

- 1) Support school-based interventions to improving learning and achievement of learning outcomes.
- 2) Improve teacher performance and quality of instruction with the pedagogical and assessment knowledge and skills.

Through:

- 1) In-service teacher training supported by training materials-teacher guides and training modules + and classroom support materials -test items and supplementary learning materials.
- 2) Preparing a core group of local personnel as trainers to implement the training program and provide on-going mentoring and support to trained teachers to ensure good practice is fully embedded in the schools and classrooms

Mid Term
Evaluation
2015 = The AfL
programme



Recommendations for Mid-active course corrections :

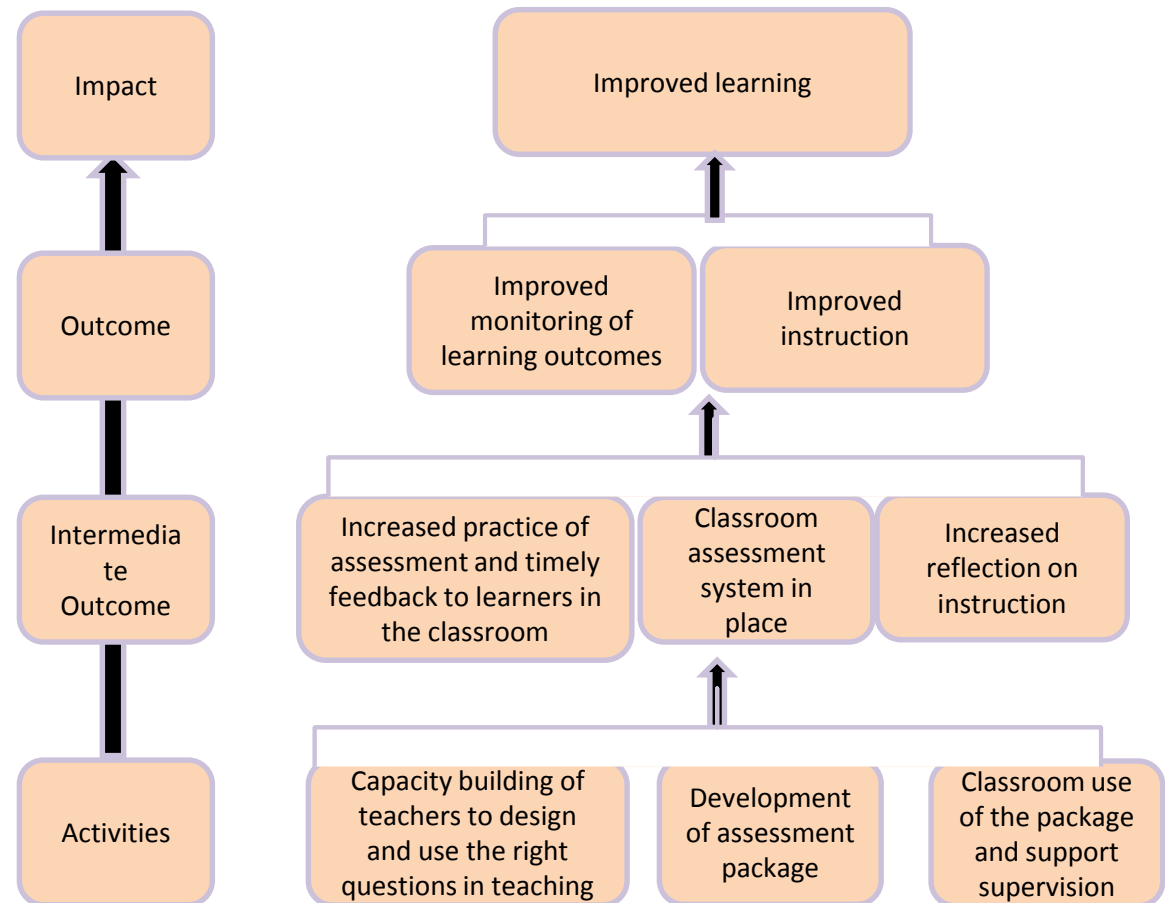
- Need to improve the assessment tools.
- teacher training to be provided directly to teachers.
- Need for support at classroom level to ensure practice of learned skills.
- Adoption of a whole school approach to include school leaders in the training .
- engagement of the Regional and Woreda education personnel in the project.

The Assessment for Learning Programme the revised TOC

Focus:

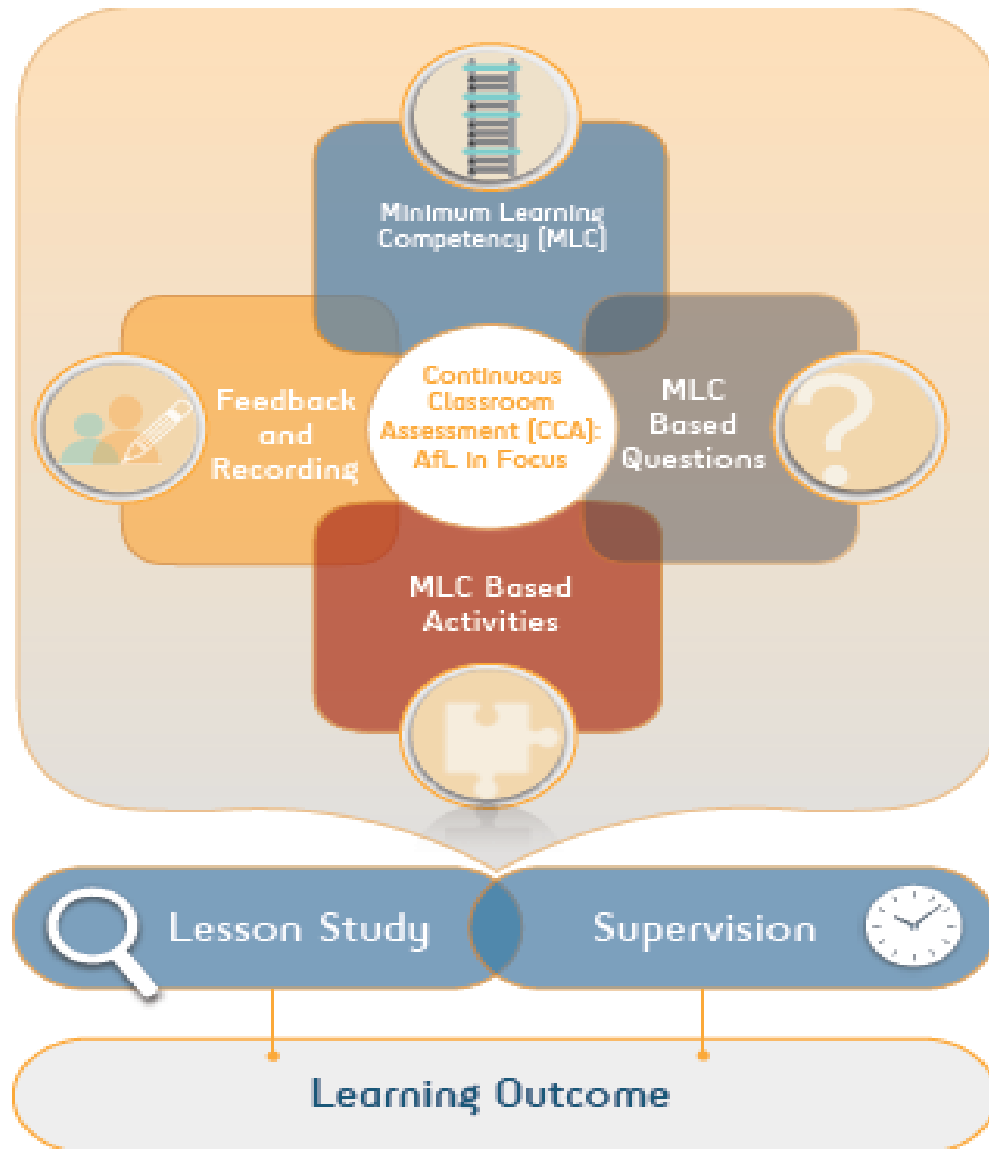
1. Build the capacity of teachers to gather real-time information to improve teaching and learning.
2. Build capacity of the teacher support system including (experts, supervisors, leaders, parents for learning assessment.
3. Establish a school /classroom based assessment system

The Theory of Change

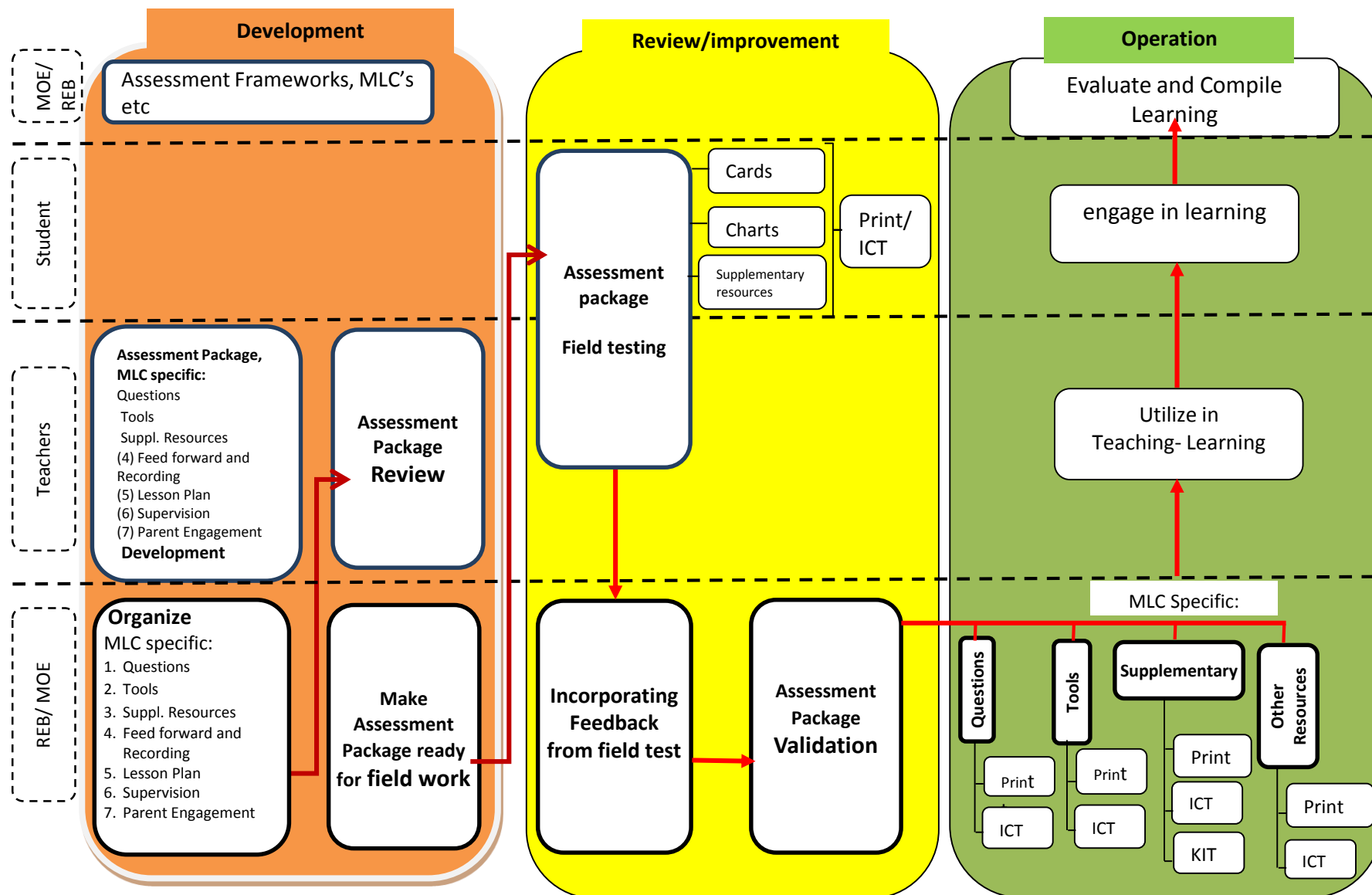


Major Assumption: The right **kinds of assessment activities** and the **right uses of data** generated by those activities contribute to better learning outcomes and improved decisions.

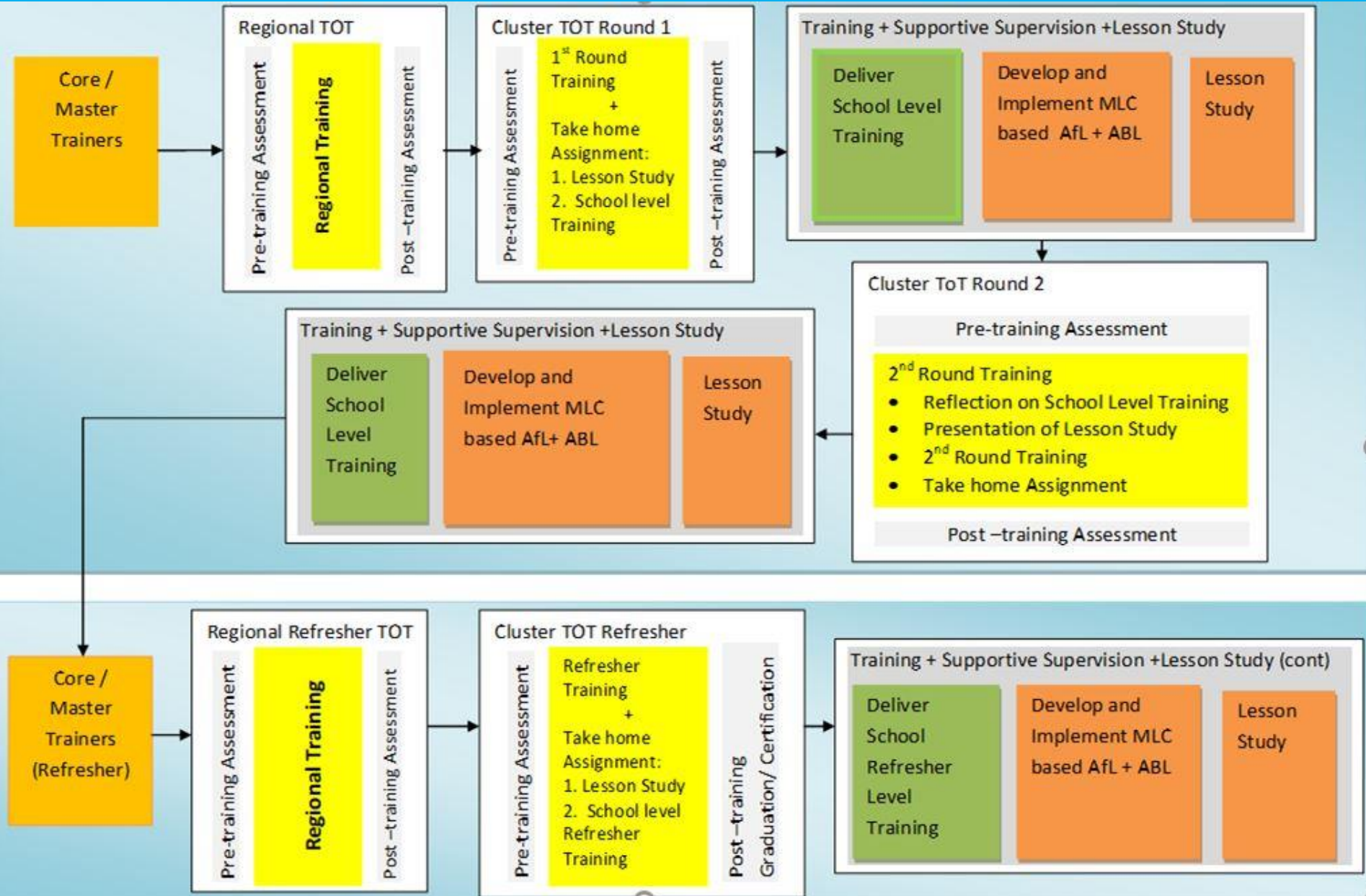
Assessment for Learning the inside story



Process of Assessment Package Development imbedded in training



The training Model



Types of Training / Participants/ Duration for AfL programme

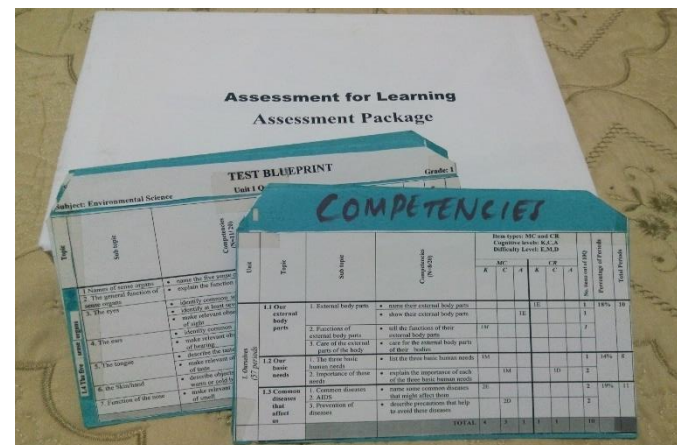
Types of Training	Participants	Training Duration
1. Consensus Building and Overview of AfL Trainings	REB top leaders/ Management/ Experts ...	<ul style="list-style-type: none"> • 1 day -2 days
2. Capacity Building on How to Support AfL	School Leaders and Supervisors	<ul style="list-style-type: none"> • 3 days basic training • 2 days refresher training
	PSTA leaders	<ul style="list-style-type: none"> • 2 days training
3. AfL ToT	CTE Instructors and REB experts	<ul style="list-style-type: none"> • 5 days basic training • 3 days refresher
4. Training on AfL Package Development.	School teachers and Experts	<ul style="list-style-type: none"> • 5 days basic training • 5 days on AfL package Review • 3 days refresher training
	Summer In-service and pre-deployment (would be teachers) from CTEs.	<ul style="list-style-type: none"> • 3 days training
5. Engaging on AfL Action Research	School teachers and Experts	<ul style="list-style-type: none"> • 2 days x 3

Developing the AfL Assessment Package

Question template

Subject _____		Grade: _____		Unit or Week _____		Sem. _____		
Skill/Content /Titel:								
Sub-Skill/Sub-content:								
Competency:								
Method of Delivery: Oral <input type="checkbox"/> , Written <input type="checkbox"/> , Practical <input type="checkbox"/> Method of Response: Oral <input type="checkbox"/> , Written <input type="checkbox"/> , Practical <input type="checkbox"/> Question: Answer: Rubric:		Type of Question		Multiple Choice <input type="checkbox"/>	Constructed Response <input type="checkbox"/>	Performance Task <input type="checkbox"/>		
		Domain	Knowledge		Recall <input type="checkbox"/>	Understanding <input type="checkbox"/>	Application <input type="checkbox"/>	
			Attitude		Receiving <input type="checkbox"/>	Responding <input type="checkbox"/>	Valuing <input type="checkbox"/>	
			Skill		Imitation <input type="checkbox"/>	Manipulation <input type="checkbox"/>	Precision <input type="checkbox"/>	
		Difficulty Level		Easy <input type="checkbox"/>	Moderate <input type="checkbox"/>	Difficult <input type="checkbox"/>		
		Question Quality Criteria	Valid <input type="checkbox"/>	Fair <input type="checkbox"/>	Efficient <input type="checkbox"/>			
Reliable <input type="checkbox"/>	Objective <input type="checkbox"/>		Acceptable <input type="checkbox"/>					

Minimum Learning Literacies /Competencies



Questions: Oral, practical & written

Teachers after training
workshop

Assessment for Learning 2019 **UNICEF** | for every child

LEARNING LADDER AND INTERACTIVE POSTER RELATIONSHIP



The support at school level



TEACHING



STUDENT ENGAGEMENT



STUDENT WORK



LEARNING ACHIEVEMENT



REFLECTION

Integrating AfL into Teacher Training Curriculum



Category	Name of the Courses	Code	Credit hour
Professional	Measurement and Evaluation	Epsy. 231	3
	General Methods of Teaching	TES. 112	3
	Practicum-I	Prac. 112	1
	Practicum-II	Prac. 221	2
	Practicum-III	Prac.332	3
	Practicum-IV	Prac.341	6
Subject Matter Teaching Methods	Methods of Teaching Mathematics I	TEMa. 241	3
	Methods of Teaching Mathematics II	TEMa. 341	3
	Methods of Teaching Mathematics III	TEMa. 342	3
	Methods of Teaching English I	ELTM. 210	3
	Methods of Teaching English II	ELTM. 220	3
	Methods of Teaching English III	ELTM. 320	3
	Methods of Teaching Environmental Science I	Tesc. 201	2
	Methods of Teaching Environmental Science II	Tesc. 202	3
	Methods of Teaching Afan Oromo	Afor. 242	3
			44/110

Lessons Learned

Lessons Learned:

- ❑ Leadership commitment and consensus building very important leads quality monitoring and support system
- ❑ Teachers engagement in material development establishes ownership and regular practice.



Package Developed

Support materials

- Observation rubrics
- Lesson development rubrics
- Item development rubrics



Package Development



AfL Package illustrated



Thank You very much.

Clearly state Roles and Responsibilities in Implementing AfL

Roles	MOE/ REBs	CTEs	WEO/Cluster Schools/ Schools
Core functions			
AfL package development process	<ul style="list-style-type: none"> • Technical support and training • Coordination of AfL package development process • Review, validation and finalize • Expansion of item banks in Print and ICT • Establish system for AFL 	<ul style="list-style-type: none"> • Technical support and training • Assessment package: Review, validation and finalize • Expansion of Assessment Package 	<ul style="list-style-type: none"> • Development of AfL package • Utilization of AfL Package
Supplementary materials (SM)	<ul style="list-style-type: none"> • Support the preparation of need and MLC based supplementary materials • Compile, adapt and disseminate supplementary materials 	<ul style="list-style-type: none"> • Provide training on how to prepare SM • Prepare and review need and MLC based supplementary materials 	<ul style="list-style-type: none"> • Prepare and ensure utilization of supplementary materials
Feedback mechanism and guidelines	<ul style="list-style-type: none"> • Coordinate and Design tools • Explore to review teachers licensing to include knowledge of assessment 	<ul style="list-style-type: none"> • Provide technical support in designing feedback tools • Pre-test feedback tools 	<ul style="list-style-type: none"> • Validate and use feedback tools and use existing platforms
Capacity Building	<ul style="list-style-type: none"> • Self-capacity building (long/short term training and online learning) • Prepare guideline to support AfL • Conduct training/workshops/ 	<ul style="list-style-type: none"> • Self-capacity building (long/short term training, online learning, linkage and experience sharing with other CTEs) • Integrate AfL components in unit/ course/programme etc • Provide pre and in service training • Provide training to cluster supervisors, school directors, teachers and education personnel • Prepare conference and experience sharing • Conduct CPD on AfL to staff of CTEs 	<ul style="list-style-type: none"> • Organize and provide training at cluster/school level • Experience sharing • School based CPD
Advocacy and networking	<ul style="list-style-type: none"> • Popularize the importance of AfL to forum members, decision makers, WEOs, donor community, NGOs • Social mobilization/ public awareness on assessment using existing platform 	<ul style="list-style-type: none"> • Popularize the importance of AfL within the CTE community • Use experience of model community schools for advocacy 	<ul style="list-style-type: none"> • Popularize the importance of formative assessment within the school and community • Social mobilization/ public awareness on assessment using existing platform
Partnership	<ul style="list-style-type: none"> • Strengthen Assessment technical committee forum • Solicit partnership with different stakeholders 	<ul style="list-style-type: none"> • Establish/ strengthen partnership with colleges, other university and community schools • Assign assessment focal person to be a member of technical forum 	<ul style="list-style-type: none"> • Establish/strengthen AfL committee
Research and Documentation	<ul style="list-style-type: none"> • Identify research areas • Support Action research • Compile and document good practice, lessons and dissemination 	<ul style="list-style-type: none"> • Identify issues and conduct action researches • Establish model community schools as a demonstration center • Document good practice and lessons 	<ul style="list-style-type: none"> • Conduct action research • Document and utilize action research findings
AfL community	<ul style="list-style-type: none"> • Establish and administer website dedicated to AfL community • Popularization of AfL to forum members 	<ul style="list-style-type: none"> • Assign AfL community focal person • Actively engage in AfL website community discussion 	<ul style="list-style-type: none"> • Actively participate in AfL community • Establish AfL army
System Alignment	<ul style="list-style-type: none"> • Establish Committee to follow the work • Ensure system alignment • Produce AfL directives 	<ul style="list-style-type: none"> • Utilize the directives • Train teachers at their catchment 	<ul style="list-style-type: none"> • Implement the directives