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IICBA-TALENT Webinar,
Conducting Learning Assessment During School Closure
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Re-thinking learning assessment during school closure

Key purposes of assessment

a) Inform decisions on student promotion or placement
b) Inform the teaching-learning process
c) Give feedback to students, and other internal users such as parents
d) Communicate levels of achievement to external users such as employers

Which of the above have direct impact on quality learning?
Two types of assessment

• **Formative assessment** – *assessment for learning*
  Involves continuous collection of information about student achievement, to inform teaching-learning process with the goal of improving learning achievement

• **Summative assessment** – *assessment of learning*
  Involves collection of information about student achievement at the end of a learning cycle, with the goal of measuring the levels of learning achievement.
Some key differences between **summative** and **formative** assessment

<table>
<thead>
<tr>
<th></th>
<th>Summative</th>
<th>Formative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the aim of the assessment?</strong></td>
<td>To <strong>check</strong> the levels of learning achievement</td>
<td>To <strong>improve</strong> levels of learning achievement</td>
</tr>
<tr>
<td><strong>When it is carried out?</strong></td>
<td>At the <strong>end</strong> of a learning cycle</td>
<td><strong>During</strong> teaching and learning processes</td>
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<tr>
<td><strong>What is the spectrum of assessment?</strong></td>
<td>Targets <strong>certain level</strong> of learning</td>
<td>Targets <strong>whole spectrum</strong> of learning</td>
</tr>
<tr>
<td><strong>Is feedback given?</strong></td>
<td>Yes, <strong>but rarely</strong> or never for national exams</td>
<td>Yes, <strong>always</strong></td>
</tr>
<tr>
<td><strong>What are some of the challenges?</strong></td>
<td>Information of <strong>little use</strong> to classroom teachers</td>
<td>Need for <strong>“assessment-literate”</strong> teachers</td>
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Some key points about **classroom-based formative assessment**

- Active communication between **student, teacher** and **family** about the achievement of learning targets and opportunities for improvement
- Takes into consideration that students are at **different levels** of learning
- Student assessment **data can be documented and used as evident for progress**
Some possible options for formative assessment during school closure

High/medium-tech option
- Based on e-learning platforms – *either teacher or self directed*
- Pass before proceeding to the next section
- Learning examples can be incorporated
- Preferably run more efficiently online BUT can also be offline

Would require high
- ICT capacity among both teachers and students
- Investment on ICT devices
Some possible options for **formative assessment** during school closure

**Low/No-tech options**
- Take-home test packages
- Documents posted on websites
- Files via social media platforms such as WhatsApp
- SMS-based low-tech platforms for quizzes

Parental involvement crucial for success
Some possible options for **summative assessment** during school closure

**High-tech option**
- Based on e-platforms
- Teacher set up test online
- Restrictions on who takes the test, when, and for how long

Require high ICT capacity among both teachers and student **PLUS** considerable investment of ICT devices
Some possible options for **summative assessment** during school closure

**Medium-tech option**
- Teacher upload tests on a website
- Students upload their responses for marking

**Low-tech options**
- Take-home test packages
- Publish the tests in local newspapers.

Credibility would rely heavily on parental cooperation.
Thank you

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