



DEVELOPMENT OF SCHOOL-BASED ASSESSMENT FOR IMPROVING PUPILS' LEARNING OUTCOMES IN TANZANIAN PRIMARY SCHOOL LOW CLASSES.

**BY
PROJECT COORDINATOR
*DR. ALFRED DANIEL MDIMA***

INTRODUCTION

This project is funded by UNICEF. It is implemented by The National Examinations Council of Tanzania (NECTA). It started in June 2018 and it expects to end by June 2021. We Tanzanians thank the UNICEF very much for funding this project.

PURPOSE OF THE PROJECT

- The purpose of this project is to develop School-Based Assessment System to be used by teachers for improving learning outcomes of Primary School early classes pupils in Tanzania.

STRATEGIES FOR CAPACITATING TEACHERS

NECTA in collaboration with other key educational agencies has developed twelve guiding books to be used by teachers in conducting competence-based classroom assessments

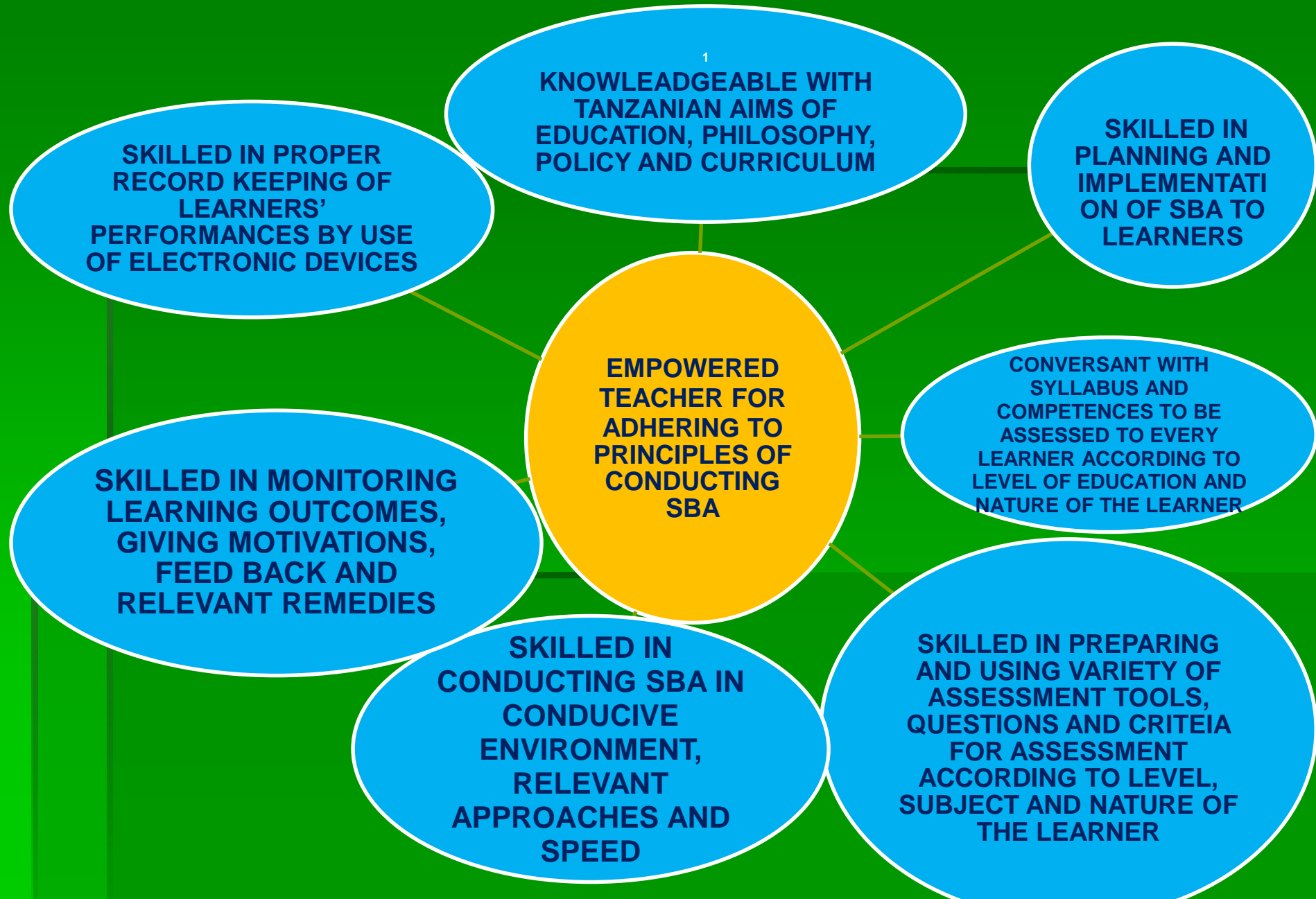
KEY MATTERS INCLUDED IN THE TEACHERS' GUIDES

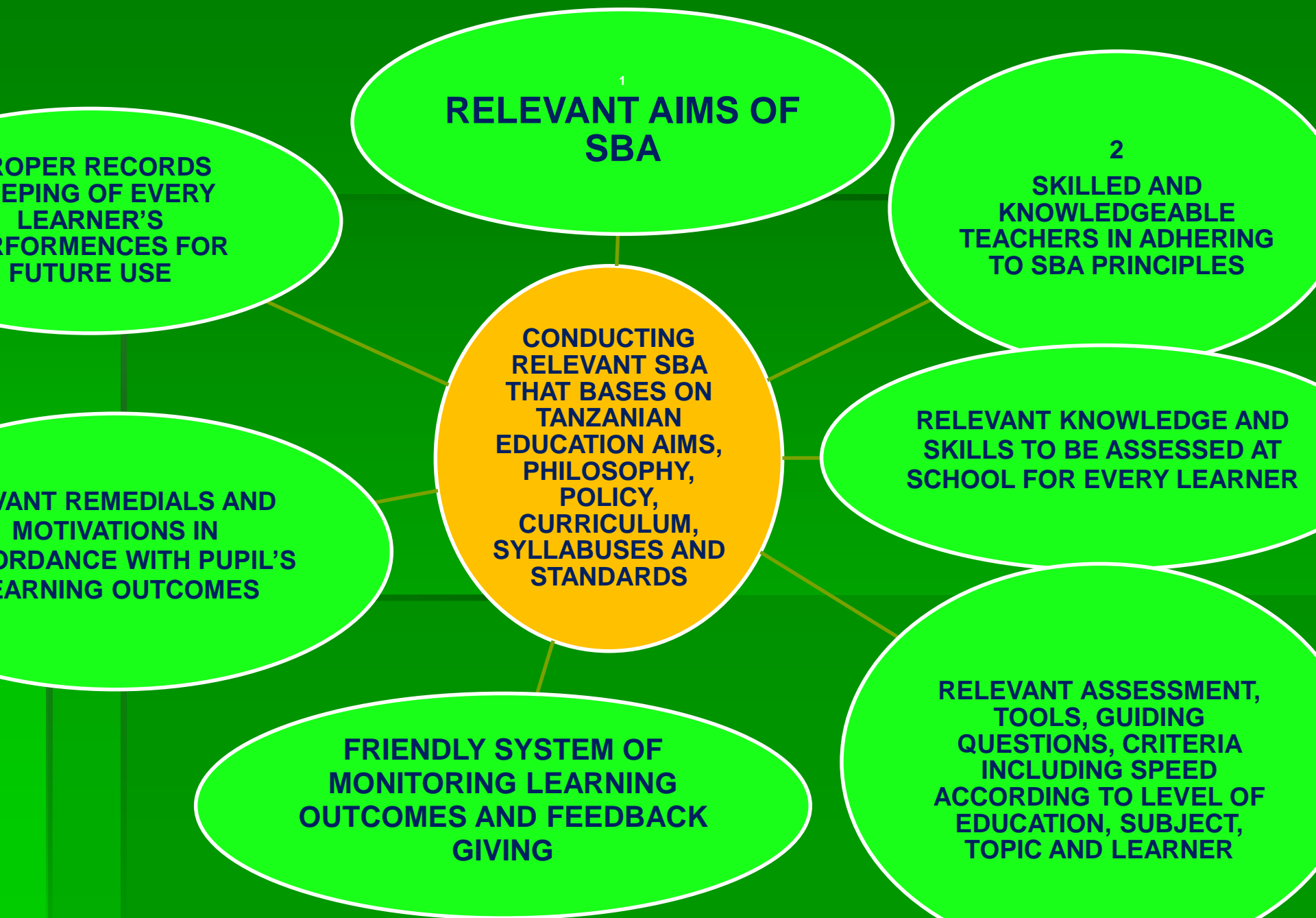
SPECIAL COMPETENCE	STUDENT ACTIVITIES	ASSESSMENT TOOLS, QUESTIONS/ACTIVITIES A TEACHER CAN GIVE TO STUDENTS AND TIME FOR ACCOMPLISHING THE ACTIVITY	MEANS OF MONITORING LEARNING OUTCOMES	CRITERIA FOR EVALUATION AND STEPS TO BE TAKEN				
				VERY POOR (0)	POOR (1 – 2)	AVERAGE (3)	GOOD (4)	VERY GOOD (5)
				THIS STUDENT SHOULD BE GIVEN ENCOURAGEMENT AND THE SOURCE OF THE PROBLEM TO BE IDENTIFIED AND TAUGHT AFRESH BY USING RELEVANT TEACHING APPROACH AND METHODS	THIS STUDENT SHOULD BE GIVEN ENCOURAGEMENT AND THE SOURCE OF THE PROBLEM TO BE IDENTIFIED AND TAUGHT AFRESH BY IDENTIFIED AND BEING TAUGHT THOSE WHICH HE/SHE FAILED TO LEARN BY USING RELEVANT TEACHING APPROACH AND METHODS	THIS STUDENT HAS TO BE ENCOURAGED, SOURCE OF HIS/HER PROBLEM TO BE IDENTIFIED. AND HE SHOULD BE TAUGHT THOSE WHICH HE/SHE FAILED TO LEARN	THIS STUDENT HAS TO BE MOTIVATED SOURCE OF HIS PROBLEM HAS TO BE SOUGHT AND HE/SHE SHOULD BE TAUGHT ONLY ONE THAT HE/SHE FAILED	THIS STUDENT HAS TO BE CONGRATULATED, SOURCES OF HIS COMPETENCE TO BE IMPROVED AND HE/SHE SHOULD BE GIVEN EXTRA EXERCISES FOR MORE PRACTICES.

EXAMPLES OF KEY MATTERS IN THE TEACHERS' GUIDES

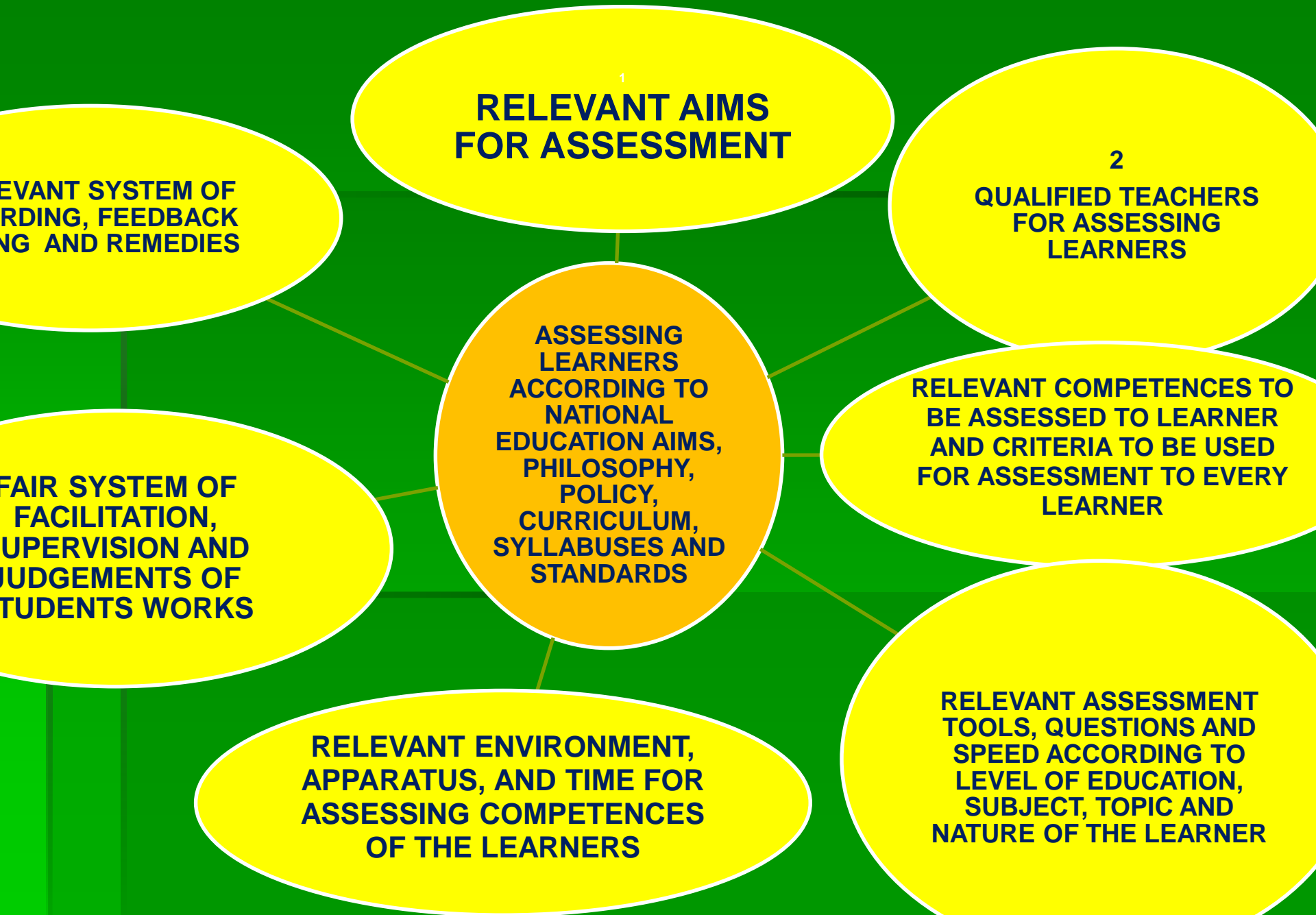
7.1 IDENTIFY ING FRACTIO NS	(a). IDENTI FYING ONE THIRD	1. GUIDING QUESTION S Example : (i) Take an orange, pumpkin,stick, paper and rope and divide them into three equal parts (Dk 3)	A teacher should go around the class observing how each learner is doing so as to assess the competence of each one in dividing the orange into equal parts	Failing to divide even one thing into three equal parts	Being able to divide one or two things into three equal parts	Being able to divide three things into three equal parts	Being able to divide four things into three equal parts	Being able to divide all five things into three equal parts
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EXPECTED TEACHER AFTER EMPOWERMENT





NAF FRAMEWORK



CHALLENGES

- Financial constraints b'c the project is funded by UNICEF only and therefore the project will end up at pilot study in four districts
- Lack of electronic devices to simplify classroom-based assessment in overcrowded classes

WAY FOWARD

- The NECTA call for other educational partners to support this project financially, materially or technical advices so that it can be achieved and scaled up to the whole country



THE END

- WELCOME TO TANZANIA

