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.
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.
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

<table>
<thead>
<tr>
<th>Special Competence</th>
<th>Assessment Tools, Questions/Activities a Teacher Can Give to Students and Time for Accomplishing the Activity</th>
<th>Means of Monitoring Learning Outcomes</th>
<th>Criteria for Evaluation and Steps to Be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very Poor (0)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poor (1–2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average (3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good (4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Very Good (5)</td>
</tr>
</tbody>
</table>

**This Student Should Be Given Encouragement**

1. The source of the problem to be identified.
2. The student should be taught those he/she failed to learn by using relevant teaching approach and methods.

**This Student Should Be Given Encouragement and Taught Those He/She Failed To Learn By Using Relevant Teaching Approach And Methods**

1. The student should be taught those he/she failed to learn by using relevant teaching approach and methods.

**This Student Should Be Given Motivation**

1. The source of his/her problem has to be sought.
2. The student should be taught those he/she failed to learn by using relevant teaching approach and methods.

**This Student Has To Be Encouraged, Source Of His Problem To Be Identified. And He Should Be Taught Only One That He Failed To Learn By Using Relevant Teaching Approach And Methods**

1. The student has to be encouraged, source of his problem to be identified.
2. The student should be taught those he/she failed to learn by using relevant teaching approach and methods.
### EXAMPLES OF KEY MATTERS IN THE TEACHERS’ GUIDES

| 7.1 IDENTIFYING FRACTIONS | (a). IDENTIFYING 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 |
EXPECTED TEACHER AFTER EMPOWERMENT

SKILLED IN PROPER RECORD KEEPING OF LEARNERS’ PERFORMANCES BY USE OF ELECTRONIC DEVICES

EMPOWERED TEACHER FOR ADHERING TO PRINCIPLES OF CONDUCTING SBA

1. KNOWLEDGEABLE WITH TANZANIAN AIMS OF EDUCATION, PHILOSOPHY, POLICY AND CURRICULUM

SKILLED IN PLANNING AND IMPLEMENTATION OF SBA TO LEARNERS

CONVERSANT WITH SYLLABUS AND COMPETENCES TO BE ASSESSED TO EVERY LEARNER ACCORDING TO LEVEL OF EDUCATION AND NATURE OF THE LEARNER

SKILLED IN MONITORING LEARNING OUTCOMES, GIVING MOTIVATIONS, FEED BACK AND RELEVANT REMEDIES

SKILLED IN CONDUCTING SBA IN CONDUCIVE ENVIRONMENT, RELEVANT APPROACHES AND SPEED

SKILLED IN PREPARING AND USING VARIETY OF ASSESSMENT TOOLS, QUESTIONS AND CRITERIA FOR ASSESSMENT ACCORDING TO LEVEL, SUBJECT AND NATURE OF THE LEARNER

SKILLED IN RECORD KEEPING OF LEARNERS’ PERFORMANCES BY USE OF ELECTRONIC DEVICES
1. Conducting Relevant SBA that bases on Tanzanian education aims, philosophy, policy, curriculum, syllabuses and standards.

2. Skilled and knowledgeable teachers in adhering to SBA principles.

Relevant knowledge and skills to be assessed at school for every learner.

Relevant assessment, tools, guiding questions, criteria including speed according to level of education, subject, topic and learner.

Friendly system of monitoring learning outcomes and feedback giving.

Proper records keeping of every learner’s performances for future use.

Relevant remedials and motivations in accordance with pupil’s learning outcomes.
NAF FRAMEWORK

1. RELEVANT AIMS FOR ASSESSMENT

2. QUALIFIED TEACHERS FOR ASSESSING LEARNERS

ASSESSING LEARNERS ACCORDING TO NATIONAL EDUCATION AIMS, PHILOSOPHY, POLICY, CURRICULUM, SYLLABUSES AND STANDARDS

RELEVANT COMPETENCES TO BE ASSESSED TO LEARNER AND CRITERIA TO BE USED FOR ASSESSMENT TO EVERY LEARNER

RELEVANT ASSESSMENT TOOLS, QUESTIONS AND SPEED ACCORDING TO LEVEL OF EDUCATION, SUBJECT, TOPIC AND NATURE OF THE LEARNER

RELEVANT ENVIRONMENT, APPARATUS, AND TIME FOR ASSESSING COMPETENCES OF THE LEARNERS

FAIR SYSTEM OF FACILITATION, SUPERVISION AND JUDGEMENTS OF STUDENTS WORKS

RELEVANT SYSTEM OF AWARDING, FEEDBACK AND REMEDIES
CHALLENGES

- Financial constrains b’se 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