



**Republic of Senegal**  
**A People - A Goal - A Faith**  
**MINISTRY OF NATIONAL EDUCATION**



# **Formative assessment System:**

## **Senegalese case**

# Moment

At the end of a significant block or at the end  
of a skill

# Definition of criteria

A criterion is a measurable characteristic of a competency. Obviously, for a given competency, there is generally more than one criterion. For example, for a given production, the criteria could be consistency of production, relevance, exhaustiveness, etc.

# Design of evaluation situations

The evaluation situation must contain a well-defined context and instructions that indicate the nature of the task to be performed.

Example: The class organizes a day of sharing on malaria; design a poster and write an invitation letter.

**Contexte** : *The class organizes a day of sharing on malaria.*

**Instructions**: *design a poster and write an invitation letter.*

# Definition of indicators

Indicators are then defined that are easily observable and can be credible indicators of the degree of control over announced criteria.

Thus, It will be easy to check how easy the measurement becomes by using a criterion using a correction scale.

When more than one criterion is used to assess a competency, which is generally the case, these criteria are not always of equal importance. In this case, we specify for each one the importance (the weighting) that he occupies in relation to the others. In the example below, the 'relevance' criterion has a weight of 4, the 'correctness' criterion has a weight of 5 and the Autonomy criterion has a weight of 1.

A scoring scale is a rule you establish to allocate the scores attributable to each criterion.

**Context** : *You are going to spend a day of celebration with friends; one of your classmates has to join you but he doesn't know the way.*

**Instructions**: *Draw out the itinerary to be followed on a sheet of paper, indicating 4 landmarks,*

EXPECTED PRODUCTION

INDICATIONS FOR THE AWARD

The drawing on sheet of a route with 4 markers  
Choice of a route known by all the students  
oral presentation of the situation and dramatization

# Definition of a correction scale

CRITERia	INDICAToRS	SCORES
EXHAUSTIVITY	4 markers indicated	4
	3 markers indicated	3
	2 markers indicated	2
	1 marker indicated	1
	No markers indicated	0
COMPLIANCE	Location of 4 markers respected	4
	Location of 3 markers respected	3
	Location of 2 markers respected	2
	Location of 1 marker respected	1
	No location respected	0
AUTONOMY	Without help	2
	With only one help	1



# Administration of the assessment tests

Presentation of the situation, definition of the instructions and working methods, execution

## **Collection and processing of information**

- Application of the scale
- Judgment

# Decision making

This is the decisive moment in the evaluation when the teacher assesses the level of mastery of the competence and decides on the attitude to take towards the learner. It should be noted that the lack of mastery of a single minimum criterion is sufficient to justify the lack of mastery of the competency in question. Minimum proficiency is defined as at least half of the points assigned to each minimum criterion.

The absence of mastery or partial mastery of the skill leads to the recovery of all or part of the skill. On the other hand, minimal control only requires remediation before the next skill is implemented.

# Concerned

E.D.A.

- **Master/Mistress**
- **Students**
- **Community**
- **School authorities**

AMASSAGANALO