

NATIONAL LEARNING ASSESSMENT MEETING - SENEGAL

CONTINUOUS ASSESSMENT OF LEARNING

Presentation by ZAMBIA
BY

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PRESENTATION OUTLINE

- Objectives of the Presentation
- Frameworks/ Texts for Continuous Assessment
- What CA is and its objectives
- Times of organising CA, grading system and Tools for CA
- Remediation and Pedagogical Reinforcement
- Zambia's Goals for strengthening CA
- Challenges and Difficulties Teachers face when organising ongoing CA

OBJECTIVE OF THE PRESENTATION

- To share our Zambian experiences on how we are piloting the ongoing teaching/learning assessments in order to regulate, strengthen and address difficulties in the classroom on an ongoing basis as we also learn, compare and contrast with the other country's strategies.

FRAMEWORKS/TEXTS FOR CONTINUOUS ASSESSMENT

- Up to the end of 2010, the Ministry of General Education had prioritised access to education
- Zambia's focus on provision of quality education in the country began in 2011, and one way of improving the quality of learning and teaching in the country was on improved assessment strategies.
- In 2015-16, the Teachers Curriculum Implementation Guide (TCIG) and the National Learning Assessment Framework (NLAf) these provide guidance on use of assessment in teaching and learning
- In 2017, the Assessment Module for Pre-service Teacher Training was developed, trialled and implemented in colleges of education.
- The Assessment Module for In-service Teacher Training is currently being developed
- The National Literacy and Numeracy Frameworks provide guidance on assessments for grades 1-4 based on the Zambia Education Curri

CONTINUOUS ASSESSMENT (CA) OF LEARNING

- Continuous assessment (CA) may be described as the methods used by class teachers to determine learners' level of comprehension of content, development skills and attitudes
- This is done to enable make immediate adjustments to instruction and provide prompt feedback to strengthen the learning of students at individual, group or class level.
- It is also a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils

OBJECTIVES OF CA

- To enable teachers gain a clear and precise understanding of how well learning is taken place and particularly signalling gaps between performance and expected standards.
- To enable teachers take a variety of targeted actions to address any identifying gaps in learning whether of individuals or groups.
- To improve learner outcomes by raising understanding of learners who have not yet reached the standard expectations and allowing extra opportunities for the learners who are ready excel.
- strengthen learners' ability to reflect on their learning and to work on what needs to be done to realise their learning goals
- For teachers to provide feedback to key stakeholders about the progress learners are making in achieving learning outcomes in class
- Overall picture of learner progression in attaining competences
- To establish appropriate interventions
- Improving learner performance

DISCIPLINES EVALUATED

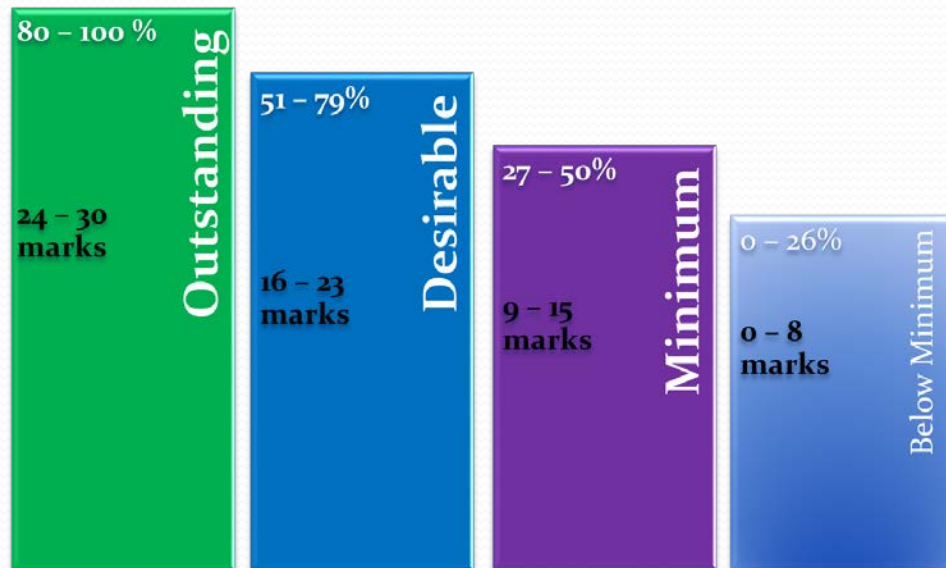
- level of mastery content and acquisition skills, good attitudes and values
- Level of difficulties exhibited through learner performance
- Level of effectiveness of pedagogical strategies used
- level of critical and creative thinking

TIMES OF ORGANISING CA

- Generally teachers continuously assess their learners all the time.
- However, CA can be used at the following times
- Policy directives at weeks 5, 10 and 13 (end of term tests)
 - During the lesson (*class exercises, questions, group work and group and class discussions practical work, etc*)
 - At the end of topic or unit
 - After a lesson (homework, assignments, practical exercises, etc)
 - When introducing a new topic or taking over a new class

GRADING SYSTEM OF CA

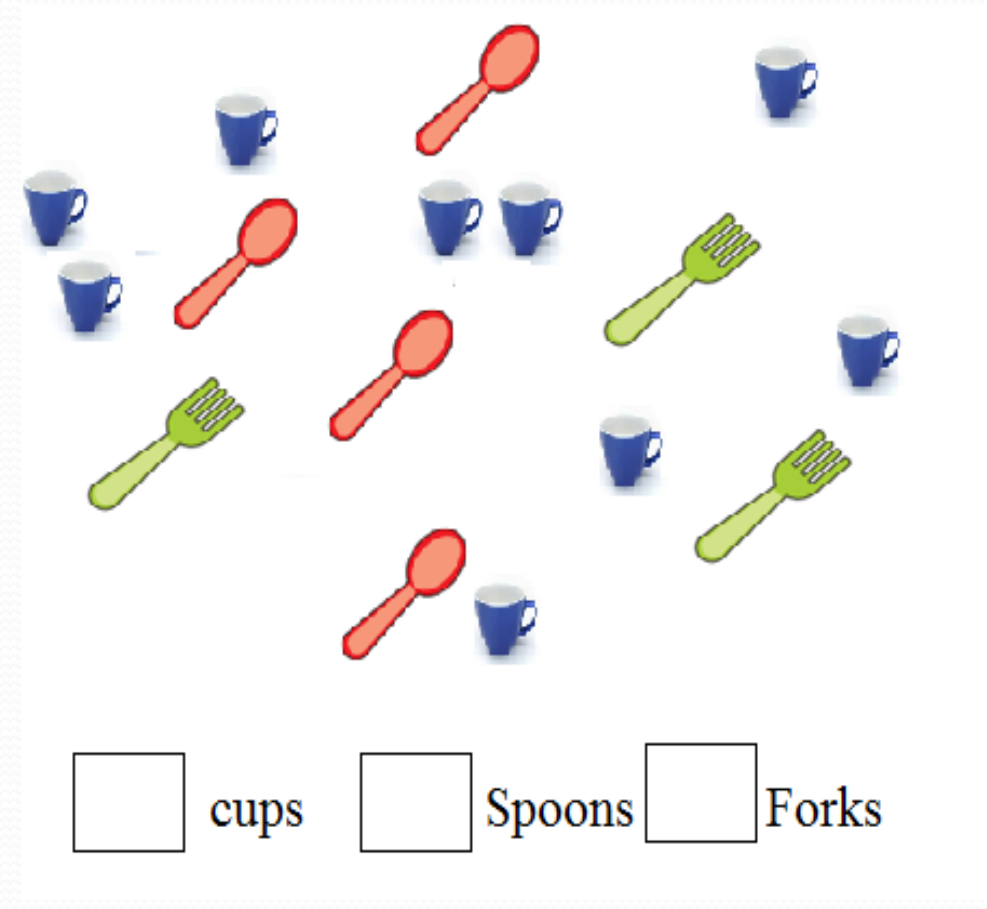
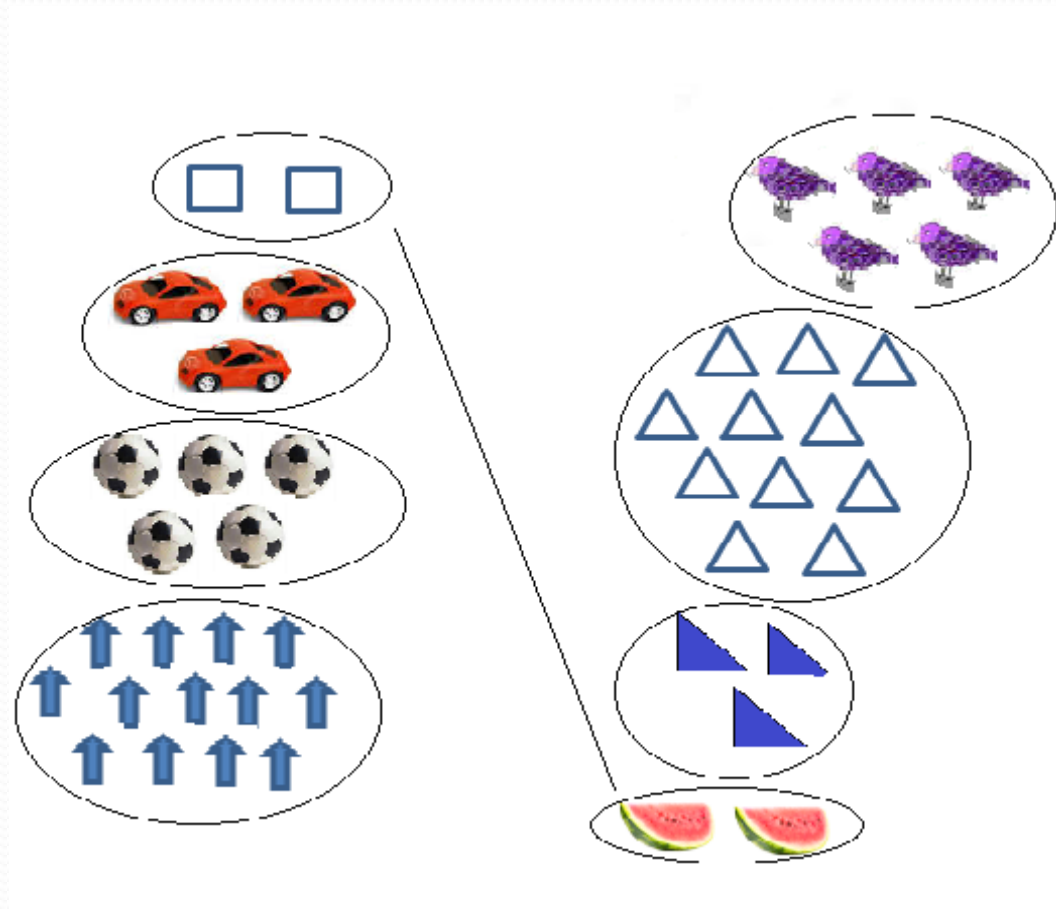
- CA is mostly not graded but used to determine gaps in learners' progress in class
- However, in practical subjects, CA is graded and contributes to the final grades learners get at the end of level of education
- Subjects where CA is graded include Sciences, Geography and technology subjects like Design and Tech, Art and Design, Home Economics



TOOLS FOR CA

- quizzes
- assignments
- home work
- class exercises
- Peer-assessment
- Group assessment
- class tests
- practical –teacher observations
- Competence assessment (Literacy and Numeracy at Grades 1 & 4)
- 100 Cell Calculations (tool for enhancing numeracy skills and speed-under trial in the Numeracy Framework)

Some Examples



REMEDIATION

- strengthening instructional strategies
- strategic use of the CA tools to assist learners with various levels of learning difficult

PEDAGOGICAL REINFORCEMENT

- Pedagogy is reinforced through various in-service activities teachers undergo using Lesson Study as a tool
- Zambia has an elaborate in-service structure through which teachers' classroom practices are upgraded
- The structure runs from National level to school level and has served as a conduit for new innovations in pedagogy to the classroom teachers in schools
- In schools, teachers meet in Teacher Group meetings to sharpen their pedagogical knowledge and skills fortnightly.

Zambia's Goals for CA strengthening

Goal:

- To strengthen the use of student learning assessment strategies and results to reinforce the quality of teaching and learning of both core and new subject areas from the revised national curriculum in Zambia's primary schools.

Reason for this goal:

- Zambia believes that you cannot fatten a pig by weighing it.
- The desire to have intervention in place and interrogation of assessment results to help improve performance.
- A lot of information can be generated from assessment results which info can feed into improving the teaching-learning process.

CHALLENGES AND DIFFICULTIES TEACHERS FACE IN ORGANIZING ONGOING ASSESSMENTS

- Limited role of CA in final grade of learners
- Weak training packages in assessment in teacher training colleges
- Weak teacher knowledge and skills in use of various assessment tools for use in CA
- School managers have limited knowledge of the importance of CA tools; and, hence, develop weak policies for assessment in their institutions
- Large classes
- Financial constraints in case of those policy directives like competence assessments
- Lack of technical support in terms of planning, administration, analysis, recording and dissemination



THANK YOU VERY MUCH FOR YOUR ATTENTION