



CONTINUOUS ASSESSMENT OF TEACHING AND LEARNING IN BURUNDIAN CLASSES

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Presentation Contents

- Texts which regulate continuous and frequent assessment of teaching and learning
- Objectives of assessment
- Types of assessment
- Duration and amount of questioning
- Ways to prepare a written or oral assessment
- Scoring scales
- Challenges and difficulties

Texts which regulate continuous and frequent assessment of teaching

In Burundi, the texts which regulate the continuous and frequent assessment of teaching and learning date from 1991. They are in a document entitled: « Recueil des lois et règlements scolaires de l'enseignement primaire et secondaire ». It's made up of laws, presidential decrees and ministerial rulings. Nevertheless, these texts are often revised for appropriateness

Objectives

- An assessment is an indicator for teachers of the quality of their teaching, and should consequently allow potential problems with current teaching to be corrected, or gaps in methodology to be filled. It must be objective and continuous to allow for remedial pedagogy.
- Assessment allows students to measure their ability to assimilate and integrate knowledge, and therefore to close gaps in their knowledge in order to improve their performance.

Types of assessment

During term:

- Written or oral questioning, expected or not, graded or not. Students are notified at least a week in advance of questioning. This is about one or more important subject sections, centred on key knowledge, and skills made up of the necessary prerequisites for subsequent progress.
- Homework is given by way of preparation or application of the taught subject. It is noted whether or not the student's personal work is reflected;
- Systematic checks of notebooks at least once a term;
- Practical work.

Types of assessment (continued)

At the end of term or academic year:

- Assessment to evaluate actual acquired knowledge during the considered period. Completed through oral or written exams.
- Written exam to measure ability to summarise, and the integration of knowledge as well as students' acquisitions of knowledge.
- Oral exam to evaluate complete student personality through presentation, self-control, presence of spirit, flexibility, ease of expression and interaction with the examiner.

Duration and amount of questioning

- ❖ The amount of questioning per term is in accordance with the timetable load of one subject per week.
- ❖ The duration of questioning is in accordance with the importance of the targeted purpose:
 - Non-notified written questioning on a lesson: 10 minutes;
 - Notified a week in advance written questioning on one or more topics: 25 to 50 minutes;
 - End of term exam: 1 to 3 hours depending on the discipline's importance
 - Dissertation in final-year classes: 4 hours

Ways to prepare a written or oral assessment

- Exam questions or questioning submitted in advance to the school leadership team to be checked as clear, precise and avoiding any ambiguities or confusion in interpretation before being duplicated
- Questions asked must encompass main points of the teaching received and therefore allow both developed skills and acquired knowledge to be checked. Questions require open or closed answers.
- Questionnaire creation to be followed by answer grid creation, with detail on grading for each question.

Scoring scales

- Grading of students' work during the academic year divided into three terms, about day-to-day work and exams each term: half the final grade for classwork, the other half for exams.
- At the end of each term, results written in reports. Reports given to students after official announcement.
- A termly prize list for each class, of students' results in order of merit, including each student's total percentage grade and nature of failures.

Challenges and difficulties

- Overabundant classes difficult to assess and in which to implement remedial measures;
- Creation of distractors for multiple-choice questions causes difficulties, and teachers prefer questions with open answers, which are, unfortunately, often subjective;
- Assessments at the end of term take a long time away from learning in general;
- Teachers who don't yet use the objectives of assessments as a tool for remedial teaching and pedagogical reinforcement.

Thank you for your attention

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)