



**SCHOOLS**

**2030**

EAST AFRICA

Lessons learned from  
developing holistic  
assessment tools to  
date

# Purposes for Assessment in Schools2030

**Assessment** in Schools2030 serve different purposes with different tools and data

## 2. Tracking

Assessments can help teachers **test** solutions, **tracking** their progress over the course of the year.

## 1. Describing

Assessment data gives teacher a way to **describe** what is happening with their learners – contributing to designing solutions.

## 3. Demonstrating

Through assessment data, teachers can **demonstrate** that their solutions work, and can be tested by other teachers.

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# Our Journey So far

Defining what gets measured

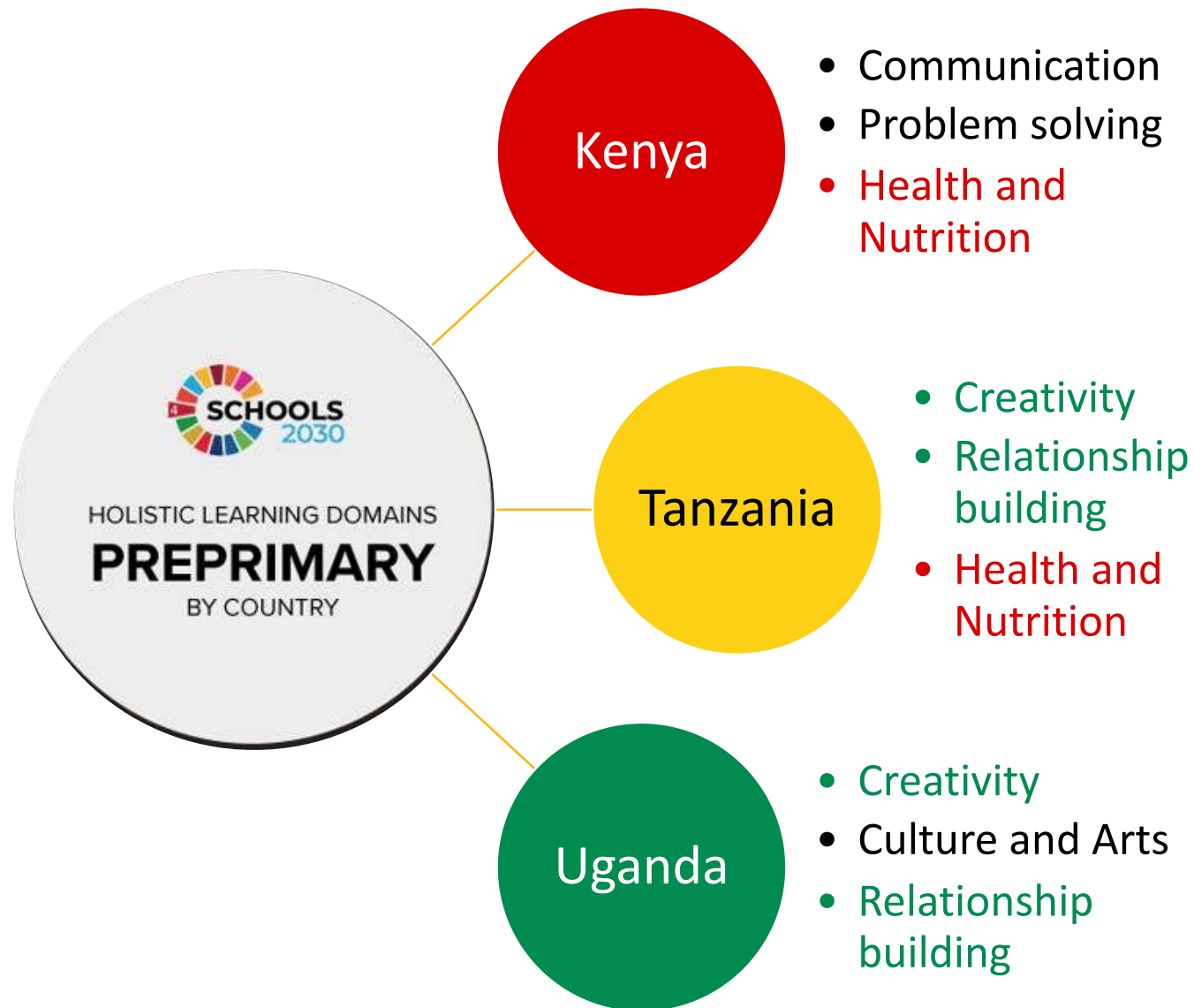
Aligning the skills to the curriculum

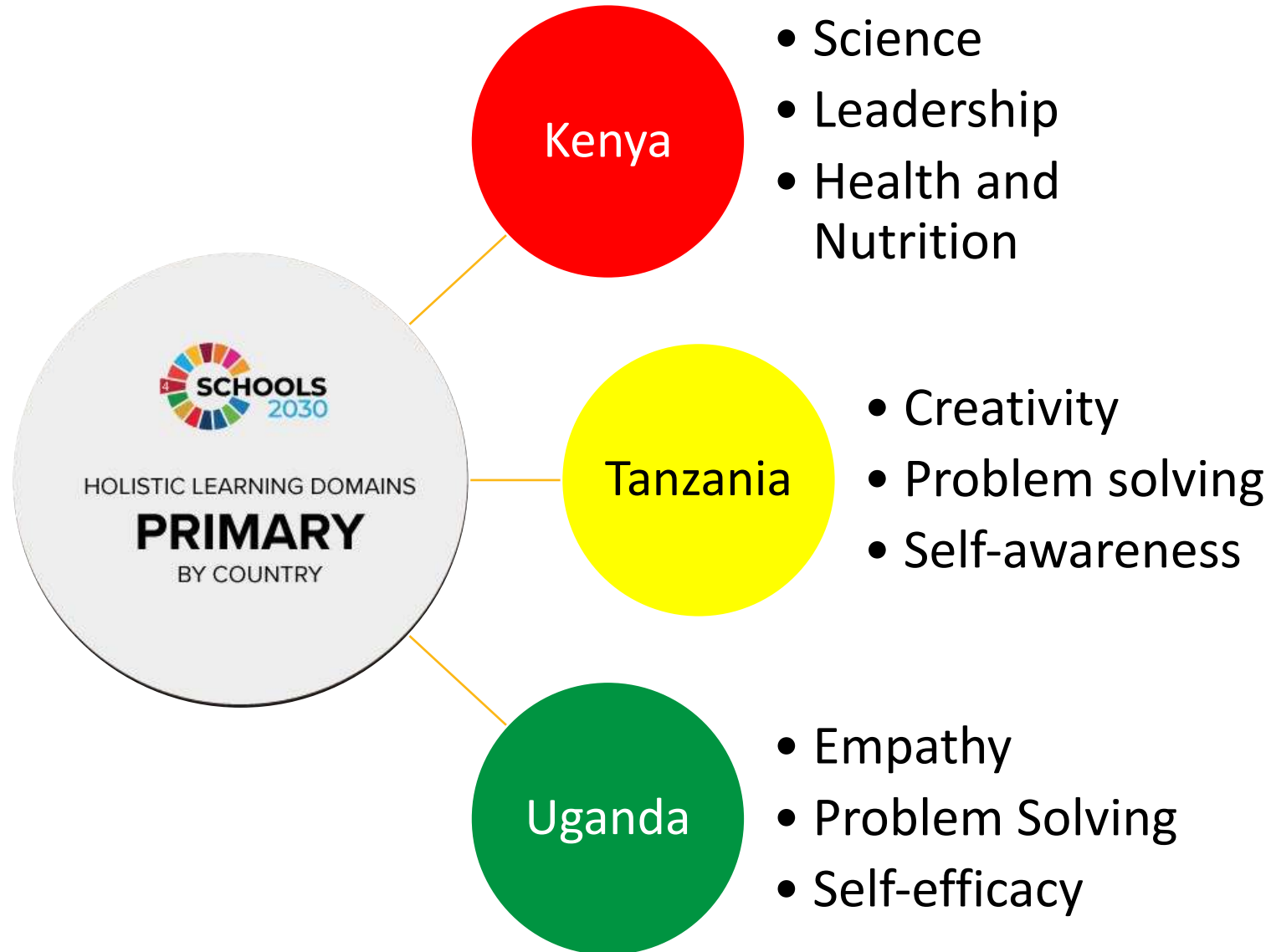
Developing an Assessment framework

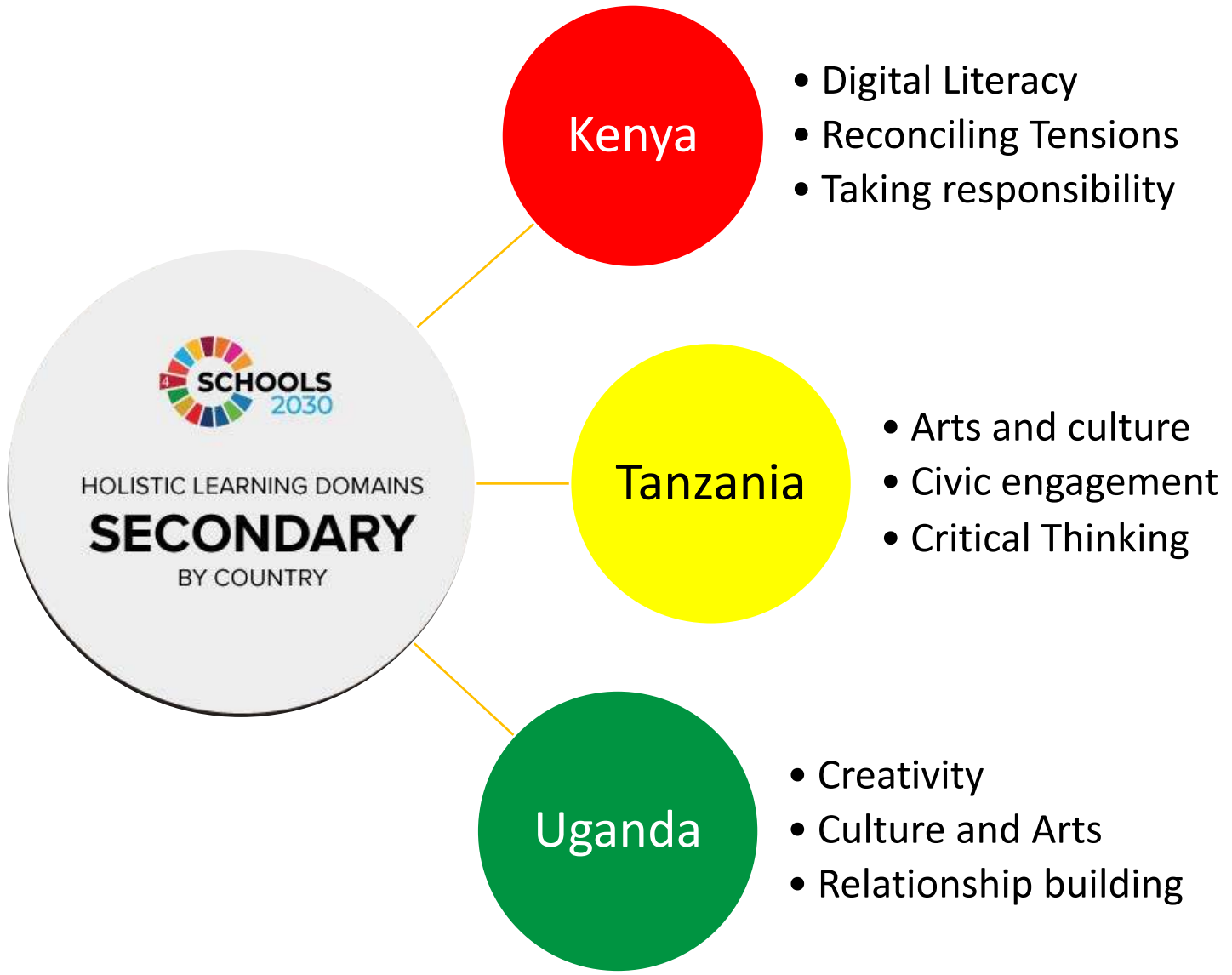
Item construction

Pre-piloting items

Item Analysis & Reporting







## Kenya

- Digital Literacy
- Reconciling Tensions
- Taking responsibility

## Tanzania

- Arts and culture
- Civic engagement
- Critical Thinking

## Uganda

- Creativity
- Culture and Arts
- Relationship building

# Our Next Journey

- Teacher reflections on the findings
- Using data from the pre-pilot to improve/ select the items and the data collection processes
- Piloting of tools
- Availing the items for open source
- Teacher professional development on assessment

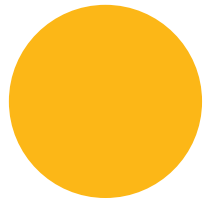
# My Experience- Teacher's Reflection on Assessment



Some students really took their time to respond while others remained silent



Only 30% of students in my class are fluent in the language of examination



Learners demonstrated a wide range of skills and abilities more than anticipated



Learners need a lot of help, individually- we should stop making assumptions



School closures- students are not where they are supposed to be at





# Lessons Learned

- ❖ Need to be careful about what we are Assessing- language of assessment versus the skills being assessed
- ❖ Handing over the power of assessment to the teachers needs to be done carefully, to avoid being interpreted as transferring the “burden” - involve teachers in decision making
- ❖ Design more items than needed & using two booklets were very helpful in situations where we designed very many items
- ❖ Most schools do not have computers but are offering Digital Literacy through mobile phones. Teachers

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# Lessons Learned - Continued

- ❖ Conducting scoring workshops to build teacher confidence and consistence in scoring, in the initial stages
- ❖ Timing is everything
- ❖ WhatsApp groups were very useful





WITH MANY THANKS TO OUR GLOBAL  
COALITION OF PARTNERS

