From Assessment to Design:
Leveraging Learning Outcome Evidence for HCD

Tool development process

GLOBAL PARTNER

1. DEVELOP GUIDANCE NOTES
3. REVIEW CONSTRUCTS
5. CONDUCT FACE VALIDITY REVIEWS
7. CONDUCT PSYCHOMETRIC ANALYSIS
9. CONDUCT FINAL PSYCHOMETRIC ANALYSIS

+ FLEXIBLE SUPPORT THROUGHOUT THE PROCESS

NATIONAL PARTNERS

2. SELECT AND DEFINE DOMAINS
4. ADAPT OR DEVELOP ITEMS
6. ACTION FEEDBACK AND PILOT TOOLS
8. SELECT BEST PERFORMING ITEMS AND ROLL OUT TOOLS
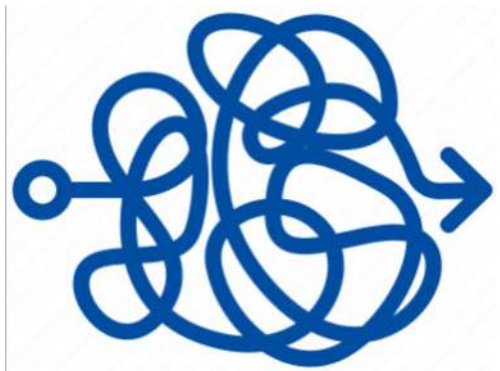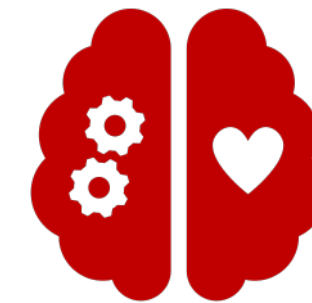10. REPORT FINDINGS TO TEACHERS

Challenges

- Few items measuring higher order thinking.

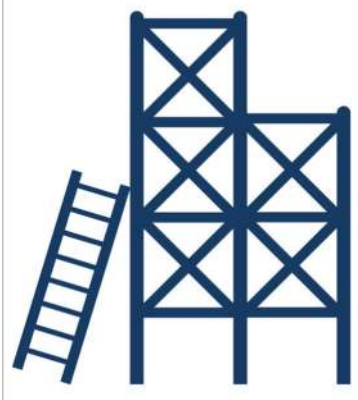- Overexposure to tools leading to memorization.

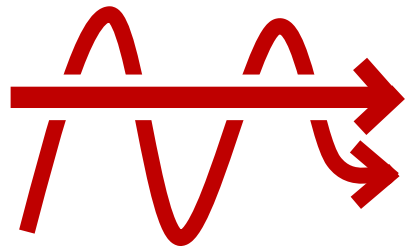- Tools that are complicated to grade, with results that complicated to interpret.

- Lack of resources to know how to measure and strengthen SEL skills.
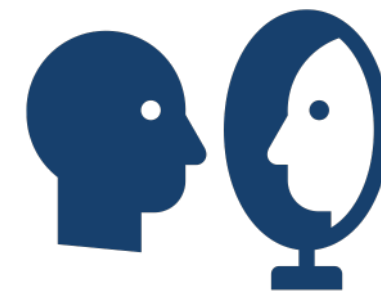
Plans for the future

- Working on guides that model how to assess and work towards higher order thinking skills through scaffolding.

- Simplify tools so that they are shorter to implement, shorter to grade and easier to interpret.
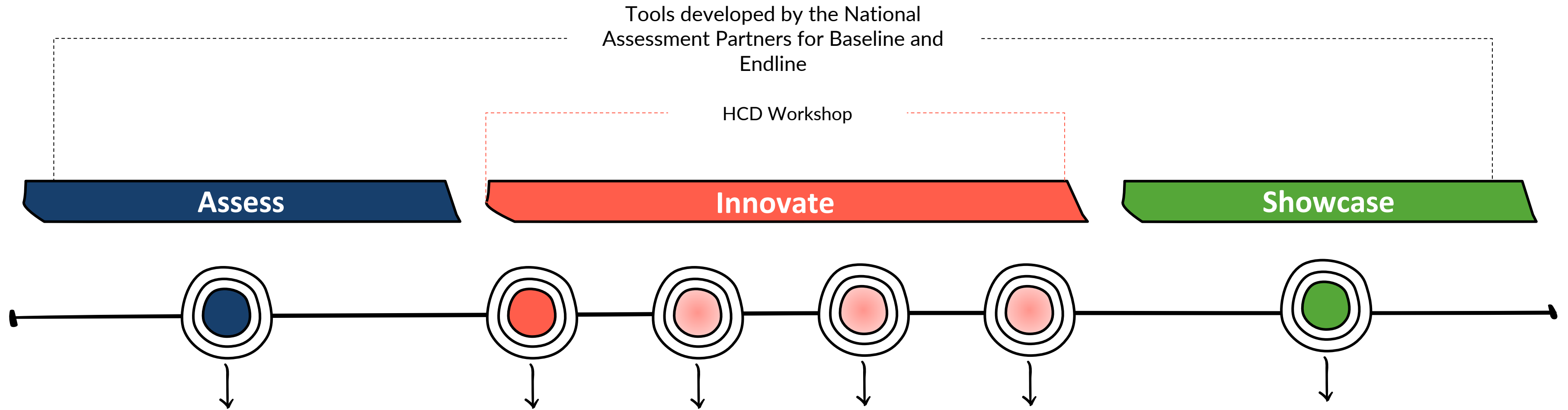
- Increase the number of public goods available for teachers' assessment needs.

- Capacity development activities to encourage teachers to reflect about their own SEL skills.

Understanding Data for Design Needs in India

Tools developed by the National Assessment Partners for Baseline and Endline

HCD Workshop

Assess

Innovate

Showcase

- **Teachers were oriented to the Tools, Rubrics and Kobo in schools.**
- **10% Sample data has been collected From 5 Districts.**
- **Data was analyzed by Eklavya Foundation with the support from Oxford MeasurEd.**

- **Communicated baseline evidence in simpler way.**
- **More focus on giving a qualitative feedback.**
- **Both Academic and Socio-Emotional domains were focused.**

Yet to start

GLOBAL FORUM
SCHOOLS 2030

eklavya

SCHOOLS 2030

Challenges and Future Directions

Challenges

Environmental Challenges: Extreme heatwave and cold wave make impact on the data collection process

Administrative challenges: Teachers Strike, Teachers were busy in new teachers orientation, busy work schedule
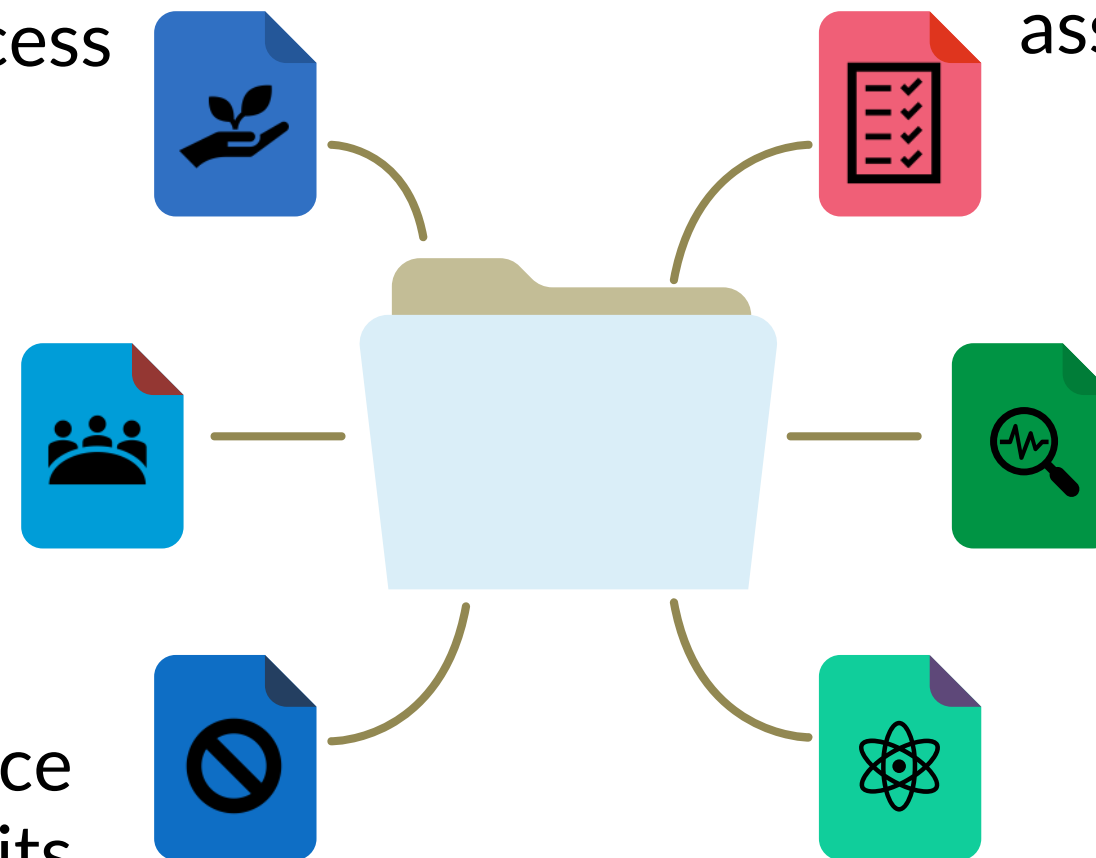
Teachers seems reluctance towards 10% data and its relevance within their own context

Future Directions

Collecting evidences of students learning through teacher led assessments

Sporting teachers through Capacity building on Formative Assessment

Working towards building a community of practitioners through Voluntary Teachers Forum

Questions for reflection

- What sort of feedback do teachers need the most to inform their work?

- What sort of feedback do decision makers need to inform their work?

- How can we fulfill both these needs? Are there trade-offs? Are there synergies?

Thank You