Assessment Overview

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1 October 2009
Outline of Presentation

- Purpose of Assessment
- The Assessment Cycle
- How is Evidence Used?
- Who Uses Assessments?
- Components of an Assessment System
- The Assessment Continuum
Purpose of Assessment

to gather and use evidence about learning
Assessment Cycle

Agree Learning Goals

Obtain Evidence

Interpret / Publish Evidence

Take Relevant Action

Learning
How is this evidence used?

- Support improvement in learning
- Monitor functioning of schools/the system
- Certify and/or select learners
- Hold institutions and staff accountable
- Reporting to stakeholders
- Compare learners, schools, systems
- Determine the effectiveness/impact of educational strategies/policies
Two approaches for using evidence

• **Formative - IMPROVEMENT**
  Assessments used to provide specific feedback about how to go about improving learning, i.e., use of evidence here and now

• **Summative - JUDGEMENT**
  Assessments used to determine how much an individual has learned i.e., evidence based on what has already been done
How is assessment evidence obtained?

- Teacher observations and questions
- Classwork & homework
- Projects and assignments
- Portfolios of student work
- Teacher tests
- Standardized tests
- Examinations (classroom & national)
Users of assessment information

• **Learners** need feedback on their performance
  • To know where they are doing well and where they need assistance

• **Teachers** need information about their learners’ understanding in order to make decisions about:
  • What and how they teach and/or
  • What support required by learners

• **Parents** need information about their children’s learning so they know the areas where their children need additional support.
Users of assessment information

• **School districts / Principals** need information about progress of schools and learners so they can know where additional support may be needed.

• **National and Provincial (policy makers)** need to know whether the education system is providing the appropriate environment for enhancing learning in order to support those areas in need of improvement.

• **Public / community** – need to know how well education system is functioning and whether its producing citizens with required skills.
DEFINITION – Assessment System

an assessment system can be defined as a group of interacting, interrelated, or interdependent policies, practices, structures and processes for the use of evidence of learning at the different levels of the education system
What are the different parts of an Assessment System?
Assessment system components

- Classroom assessment
- Internal Examinations
- External Examinations
- Assessment Surveys

Gather / Use Evidence

POLITICAL

CULTURAL

SOCIAL

ECONOMIC
Classroom assessment

The process of obtaining evidence on the knowledge, skills and attitudes of individual learners for improving learning

Class tests
Assignments
Projects
Presentations

Class-work
Homework

Improve learning

Questioning, observations, feedback
Examinations

A process prescribed for testing qualification of candidates

- Quarterly exams
- End of year exams
- External exams
- School based assessment

Certification / Promotion
Assessment surveys

The process of obtaining evidence from an education system (or part thereof) on the performance of learners and other role players as well as on the functioning of structures and programs within the system.
Assessment Continuum

Classroom Assessment
- Informal
- Low Cost
- Less Time
- Low stakes

Assessment Surveys
- SACMEQ
- PASEC
- LLECE
- PISA
- PIRLS
- TIMSS

Examinations
- Formal
- High Cost
- More Time
- High Stakes

Class test
Homework
Projects
Presentations
Questioning

Matriculation
A levels
Promotion exams
Thank you