SESSION 2
Teacher Training on Classroom Assessment
READ Regional Workshop

Astana, Kazakhstan
September 19, 2012
READ country presentation
Assessment types/purposes

• **Classroom assessment**
  • For improving teaching and learning

• **Examinations**
  • For making high-stakes decisions about individual students

• **Large-scale assessment**
  • For determining system learning levels and related factors
Session objectives

• Participants will be
  – aware of different approaches to teacher training on classroom assessment
  – able to evaluate which teacher training approaches are most appropriate for their country context
Activity 1: Teacher training on classroom assessment in your country context

At your table, discuss the following questions, keeping in mind your country context and specific needs.

1. Is teacher training on classroom assessment an important issue to address in your country? Why?
2. Who should lead the discussion on teacher training in classroom assessment in your country?
3. How can the quality of training programs be most effectively evaluated and monitored?
Activity 2: Evaluating teacher training approaches

• At your table, evaluate each of the teacher training approaches as they relate to your country
• Select two approaches that are most applicable to your country context and needs
• Select one team member to share the outcomes of your discussion with the room
Activity 2: Evaluating teacher training approaches

- Formal education
- On-the-job training
- Online training
- Mentoring
- Apprenticeship
- Mixed-model programs
- Other
Key lessons
Key lessons

• Training on classroom assessment should be an integral part of the education system
• Teacher training on classroom assessment can take many forms
• Teacher training on classroom assessment needs to be monitored and evaluated to ensure that it has the desired impact on student learning