

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

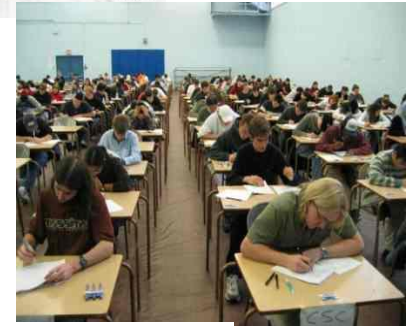
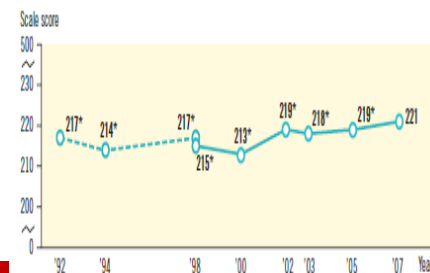


Figure 1. Trend in fourth-grade NAEP reading average scores



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

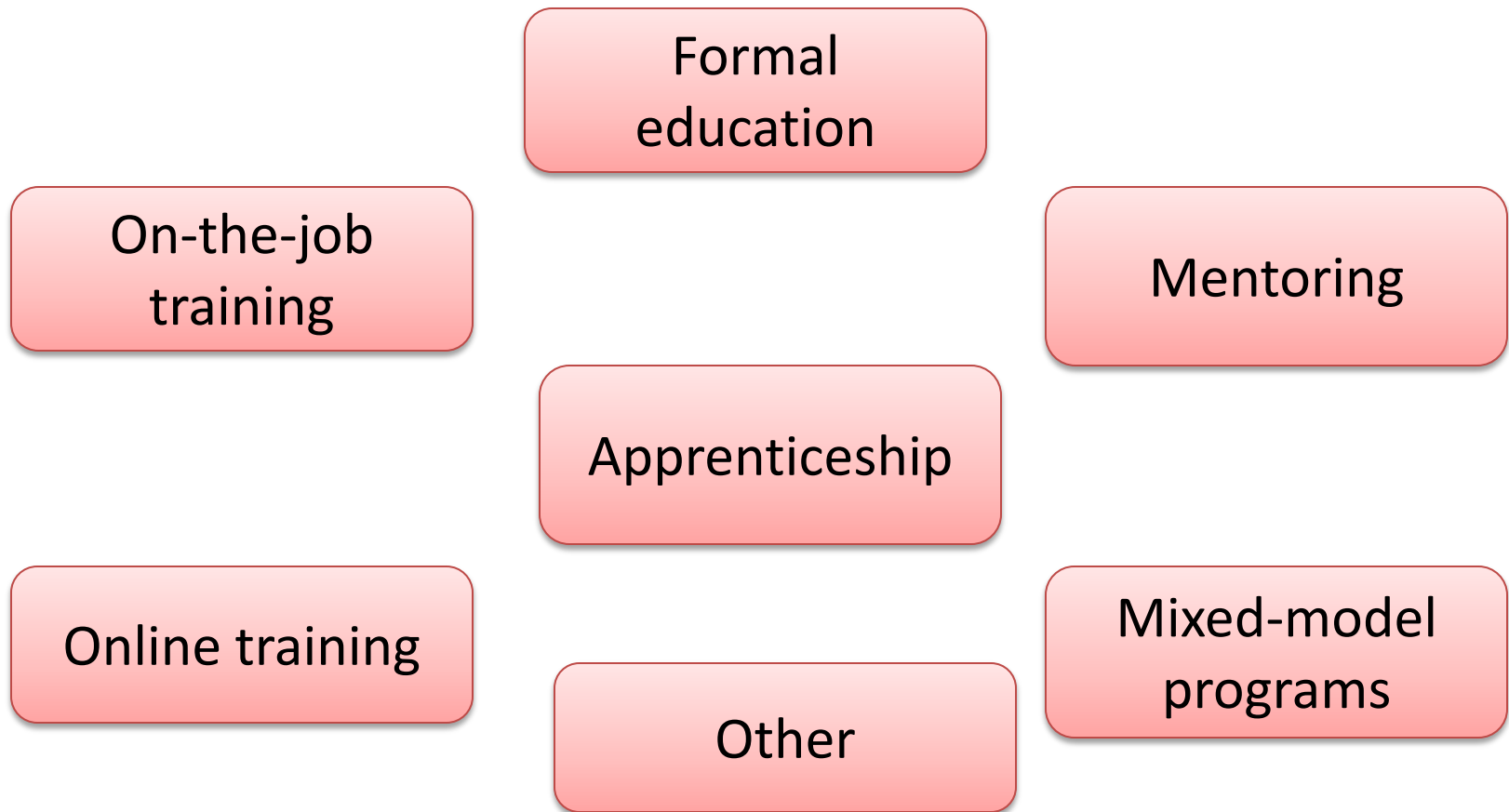
At your table, discuss the following questions, keeping in mind your country context and specific needs.

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



Key lessons

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- 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