

SESSION 4

How Should We Communicate Assessment Information to Teachers?

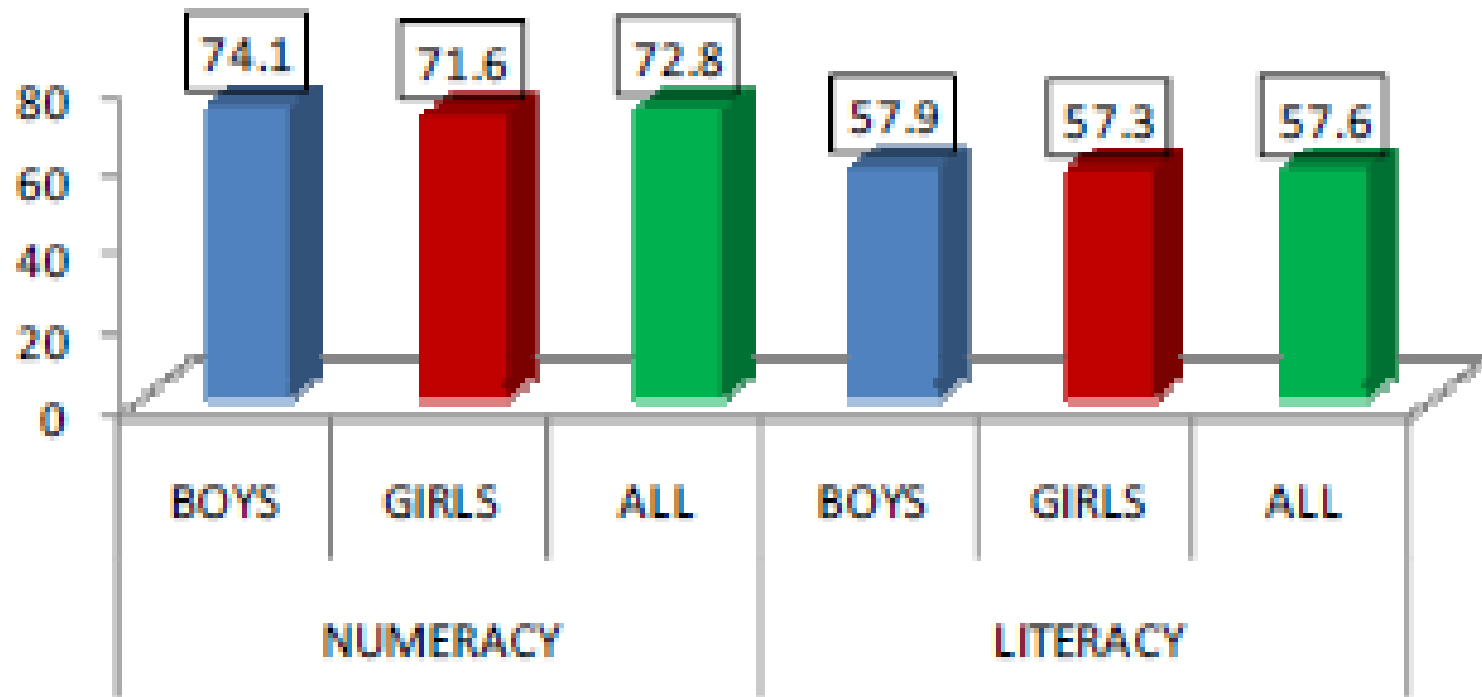
READ Regional Workshop

Maputo, Mozambique

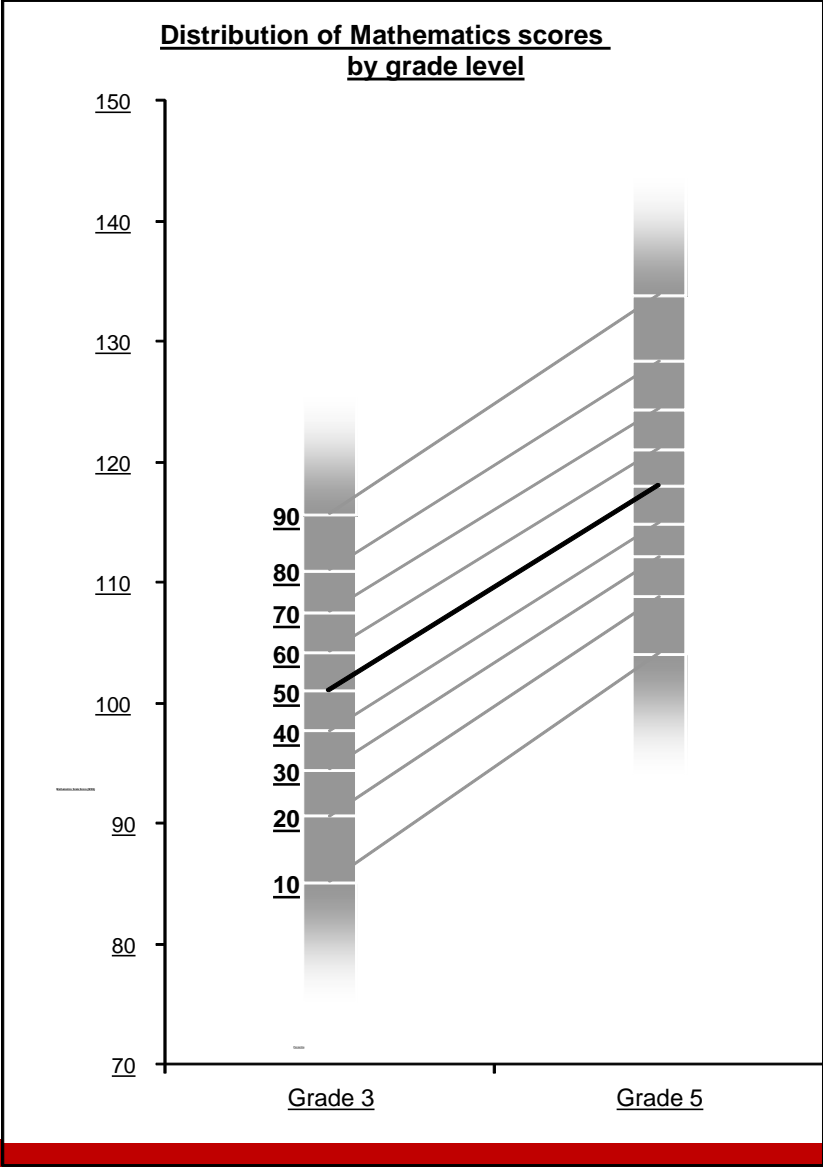
December 3-5, 2012

Uganda NAPE 2010

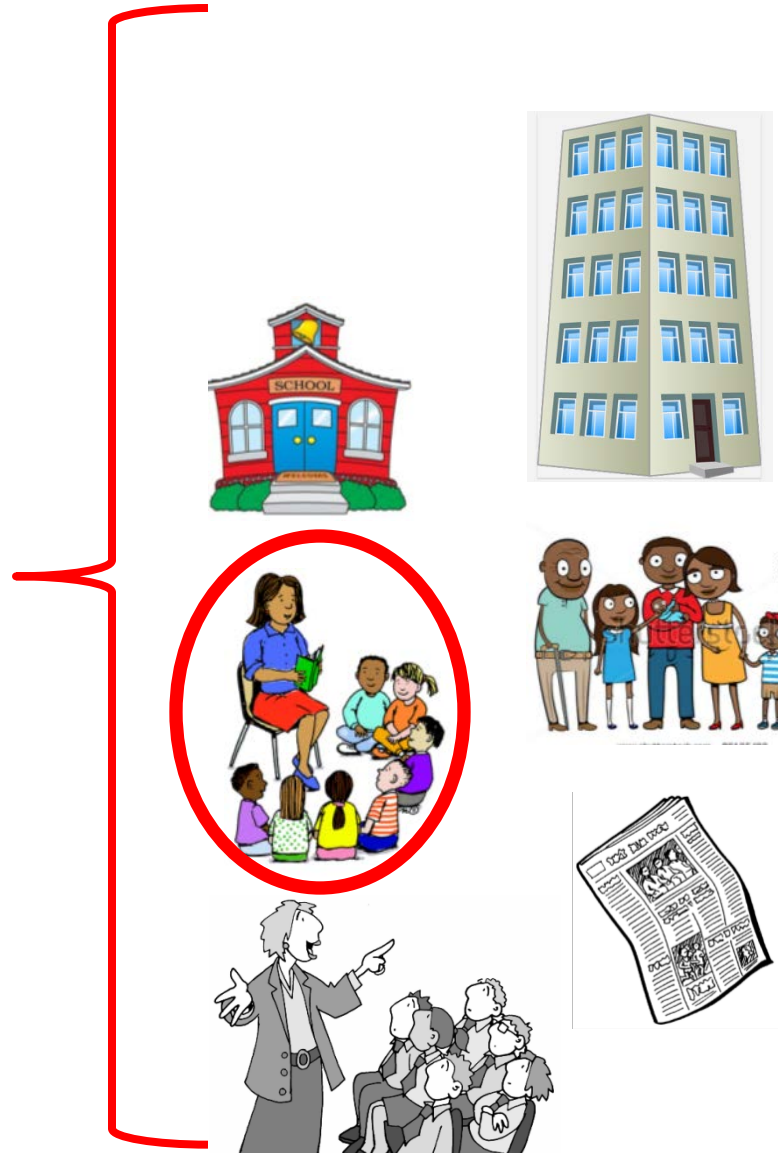
FIGURE 2.1 PERCENTAGE OF P 3 PUPILS REACHING DEFINED COMPETENCY LEVELS IN NUMERACY AND LITERACY



Bangladesh National Student Assessment 2011



How to ensure an effective communication chain?



Activity 1:

Challenges in communicating to teachers

At your table, discuss the challenges of communicating assessment information to teachers in your country.

- What have been the **main obstacles** to effective communication?
- What communication **approaches** have typically been used?
- Did teachers have **access** to assessment information (such as assessment results)?
- Did teachers **value, understand, and use** the information they received?
- **What could be done** to overcome the main challenges?

Challenges in communicating to teachers

- Often not considered a key audience
- Do not have time to review assessment information
- Do not have training in understanding and using assessment information
- Are not “assessment literate”

What does it mean for a teacher to be “assessment literate”?

The teacher:

- **values** assessment information
- **knows how to design** assessment questions or tasks
- **knows when** and how to use assessment tools
- **understands** assessment results
- **uses** assessment results effectively



Teacher training

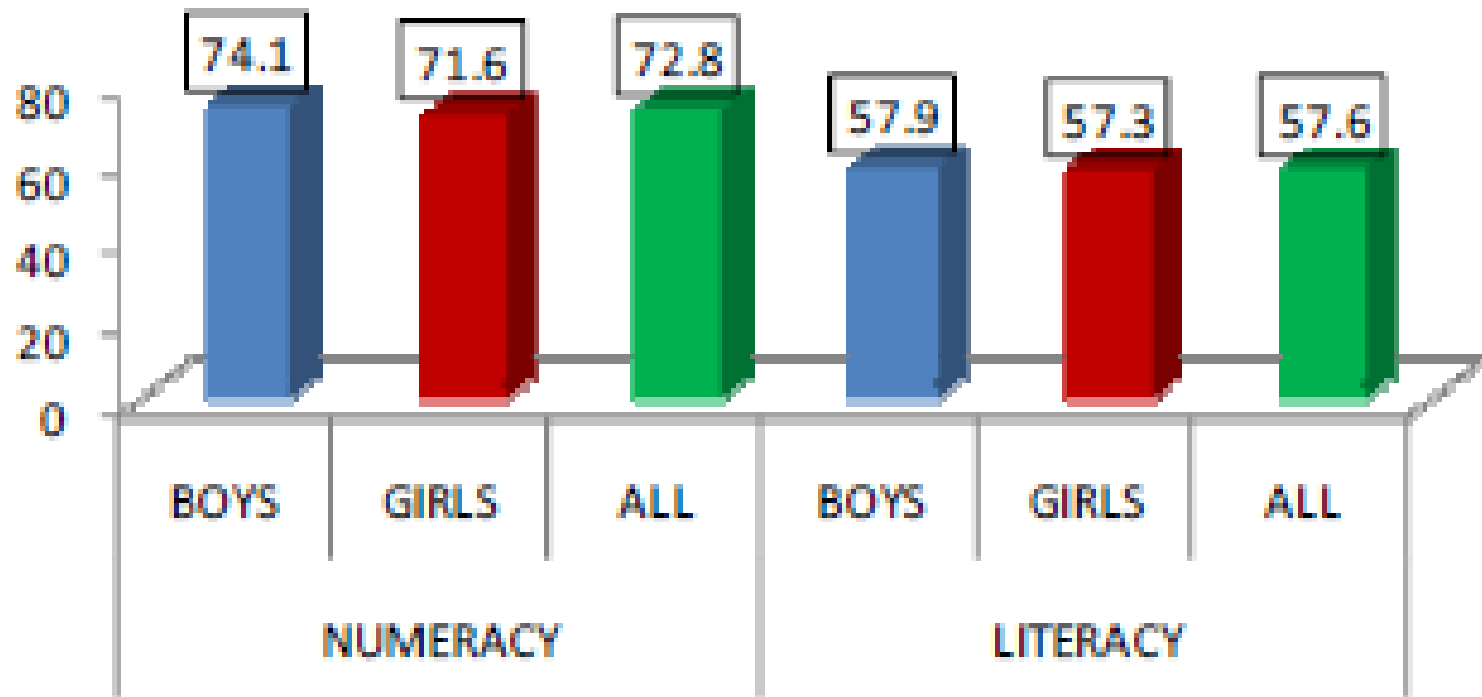
Uganda



- *National Assessment of Progress in Education (NAPE)*
- First NAPE carried out in 1996, since then 7 more assessments
- P3 and P6 pupils (S2 introduced in 2008), Literacy and Mathematics
- Results meant to
 - inform policy
 - provide pedagogical support to educators

NAPE 2010

FIGURE 2.1 PERCENTAGE OF P 3 PUPILS REACHING DEFINED COMPETENCY LEVELS IN NUMERACY AND LITERACY

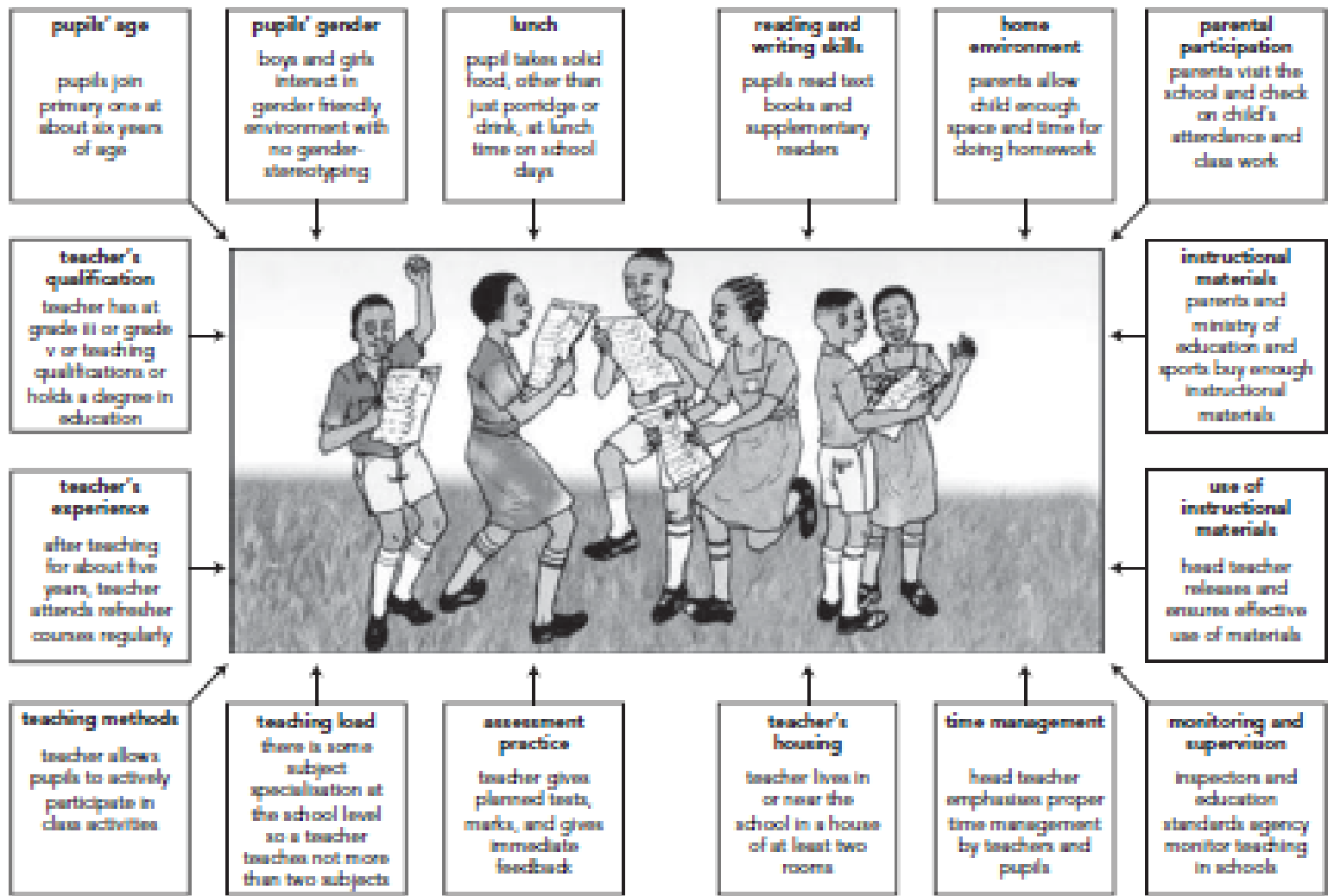


Categorization of districts according to % of P3 students rated proficient in both numeracy and literacy



GREEN	YELLOW		RED		
Buikwe	Bududa	Kiboga	Abim	Hoima	Manafwa
Bushenyi	Bukwo	Kisoro	Adjumani	Iganga	Maracha
Kabarole	Bundibugyo	Mityana	Amolatar	Kaabong	Masindi
Kalangala	Ibanda	Mubende	Amudat	Kaberamaido	Mayuge
Kampala	Isingiro	Mukono	Amuria	Kaliro	Mbale
Kiruhura	Jinja	Nakaseke	Amuru	Kamuli	Moroto
Luweero	Kabale	Nakasongola	Apac	Kapchorwa	Moyo
Lyantonde	Kamwenge	Namutumba	Arua	Katakwi	Mpigi
Masaka	Kanungu	Rakai	Budaka	Kayunga	Nakapiripirit
Mbarara	Kasese	Rukungiri	Bugiri	Kitgum	Nebbi
Ntungamo	Kibaale	Soroti	Bukedea	Koboko	Otuke
Sembabule		Zombo	Buliisa	Kotido	Oyam
Wakiso			Busia	Kumi	Pader
			Butaleja	Kyegegwa	Pallisa
			Buyende	Kyenjojo	Sironko
			Dokolo	Lamwo	Tororo
			Gulu	Lira	Yumbe

Poster summarizing key factors linked to learning outcomes



Source: Acana 2006. Reproduced with permission.

Poster for display in classroom

- *A poster with the following text was distributed to teachers*

- **We can do the following!**

- Listen to instructions in English and respond appropriately
- Read a short piece of writing in English
- Carry out addition, subtraction, and multiplication of numbers
- Write some English words and sentences


- **Please help us to!**

- Develop a wider vocabulary
- Read fast and fluently
- Write clearly and neatly
- Carry out division of numbers correctly
- Use knowledge already learnt in new situations in everyday life

Video

How would a teacher likely feel after viewing this video?

- (a) panicked
- (b) confused
- (c) informed
- (d) angry
- (e) excited



To what extent would a video like this be suited to your country context?

Activity 2:

Creating a communication product for teachers

In pairs, think about a communication product that could be used to communicate assessment information to teachers. Fill in the Communication Product Sheet:

- Objective
- Audience: Teachers
- Type of communication product or activity: report, video, radio, workshop?
- Messages
- Costs
- Timing
- Distribution
- Units to be produced
- Contracts

Communication product sheet

Product or Activity: _____

Communication objective	
Audience	
Messages	
Timeframe (before, during, after the assessment administration)	
Budget (e.g., any reference of how much it would cost?)	
Logistics	
Contracts (e.g., for design, production, distribution, training)	
Distribution	
Feasibility in your country	

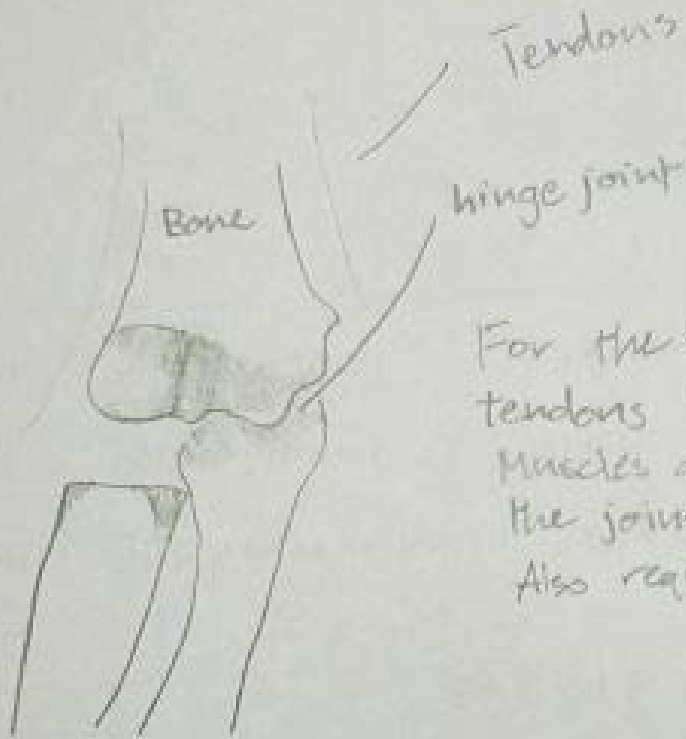
Issues to consider when communicating assessment information to teachers

Issues to consider

- Were teachers consulted about the types of information that would be most useful for them?
- Do teachers understand, value, and use the assessment information they receive?
- Is information from the assessment being used to inform all teacher-related areas (e.g., teacher training, supervision)?

WINSTON POOL

1/20



For the hinge joint to move it requires tendons to hold or push the bones. Muscles also allow for the movement of the joint. Also requires cartilage.

Transparency Worksheet 23

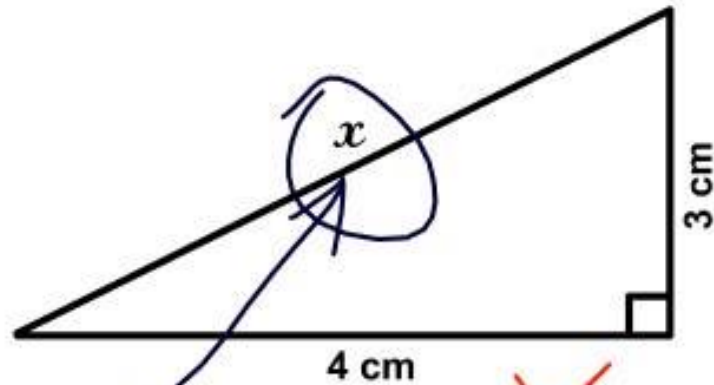
Hard and Soft Water

1. Briefly explain what hard water is.

ice

2. Note that calcium is one of the solids dissolved in ocean water. Describe two ways by

3. Find x .



Here it is ~~X~~ 0

$$\lim_{x \rightarrow 8} \frac{1}{x-8} = \infty$$

$$\lim_{x \rightarrow 5} \frac{1}{x-5} = 5$$