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***'How assessment can contribute to
improving learning outcomes in
Sub-Saharan Africa'***

TRANSFORMING
SOCIETIES THROUGH
EDUCATION



A shifting focus

“The SDG 4 agenda has rightly shifted the focus from the quantity (e.g. the number of children in school), which was a feature of the Millennium Development Goals that preceded the SDGs, to the quality and equity of education.”

PISA for Development Brief 17, OECD



“Unpacking Sustainable Development Goal 4 Education 2030” **UNESCO Monitoring Indicators for SDG4 Targets**

Target: 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Indicator		
	1.	Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
How verified?	2.	Administration of a nationally representative learning assessment (i) during primary (ii) at the end of primary and (iii) at the end of lower secondary education

Types of Assessment

FORMATIVE ASSESSMENT

- Teacher based
- Peer assessment
- Self-evaluation

Tends to be forward looking

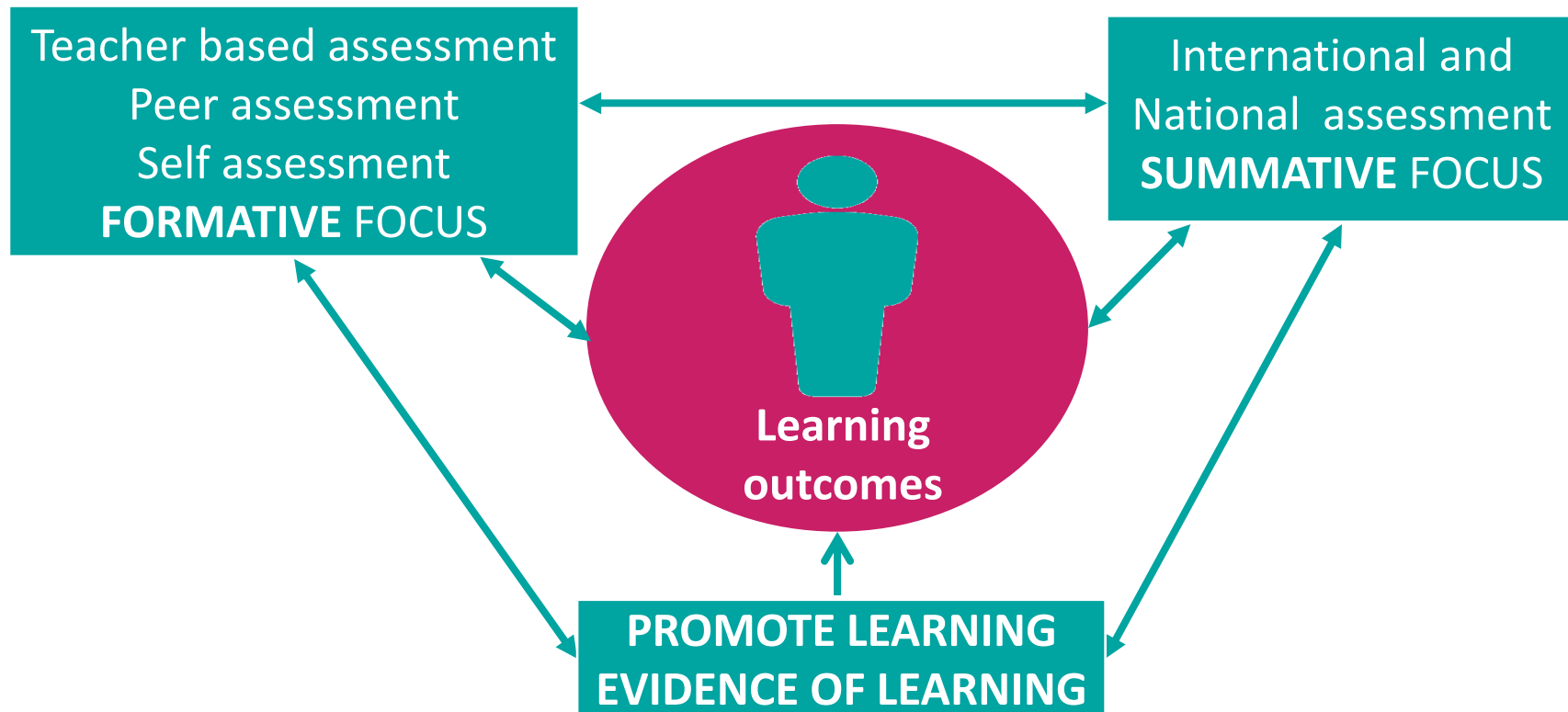
SUMMATIVE ASSESSMENT

- National tests
- School exams
- End of year tests

Tends to be backwards looking

Why the value of assessment can be diminished



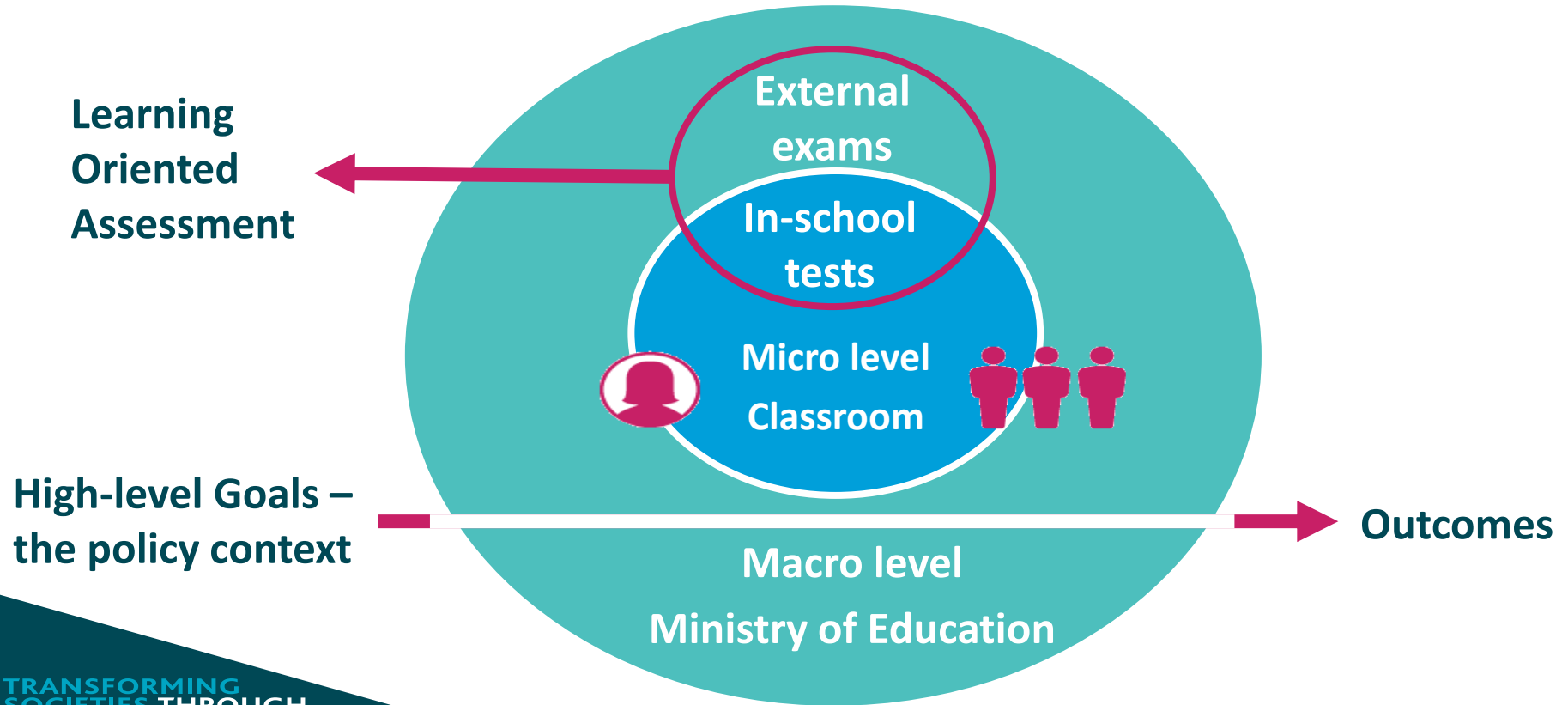




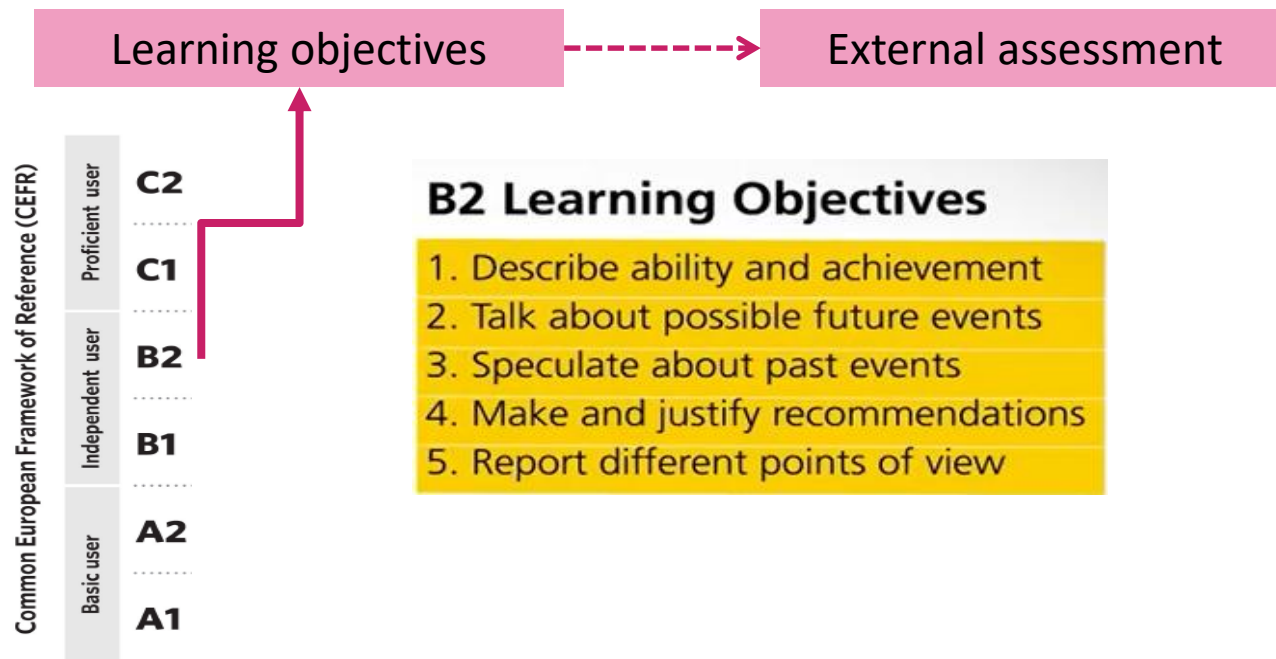
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Learning Oriented Assessment

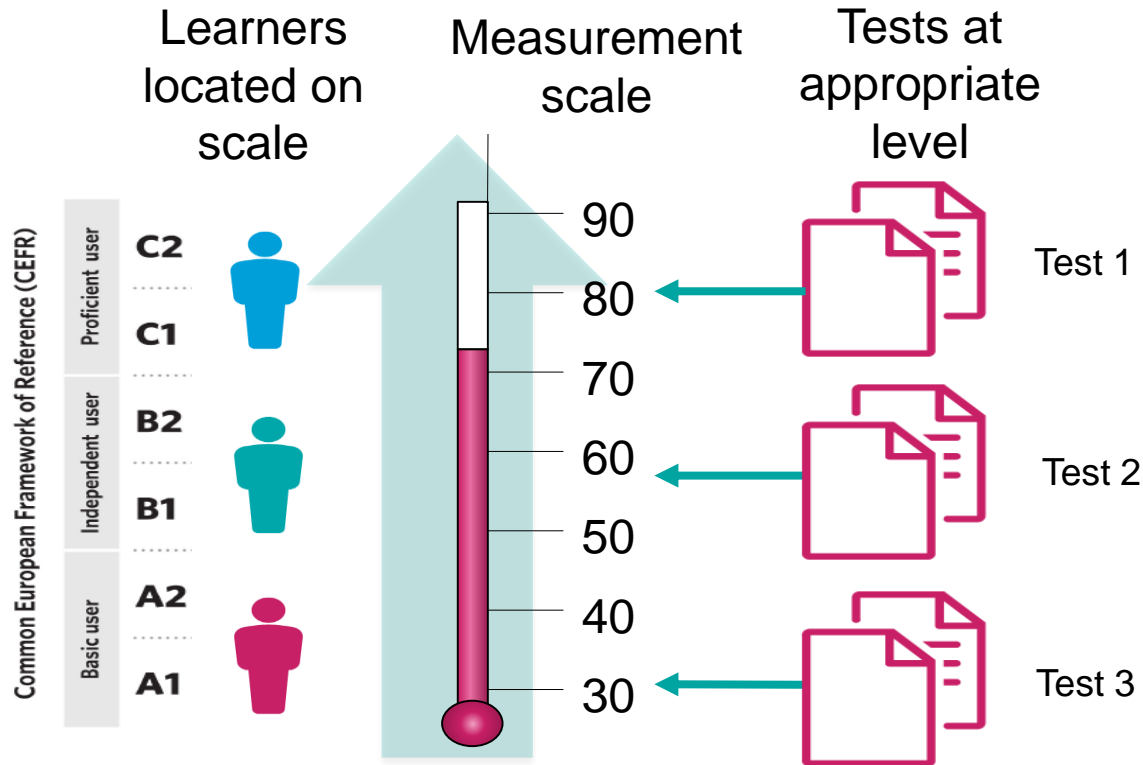
Educational context



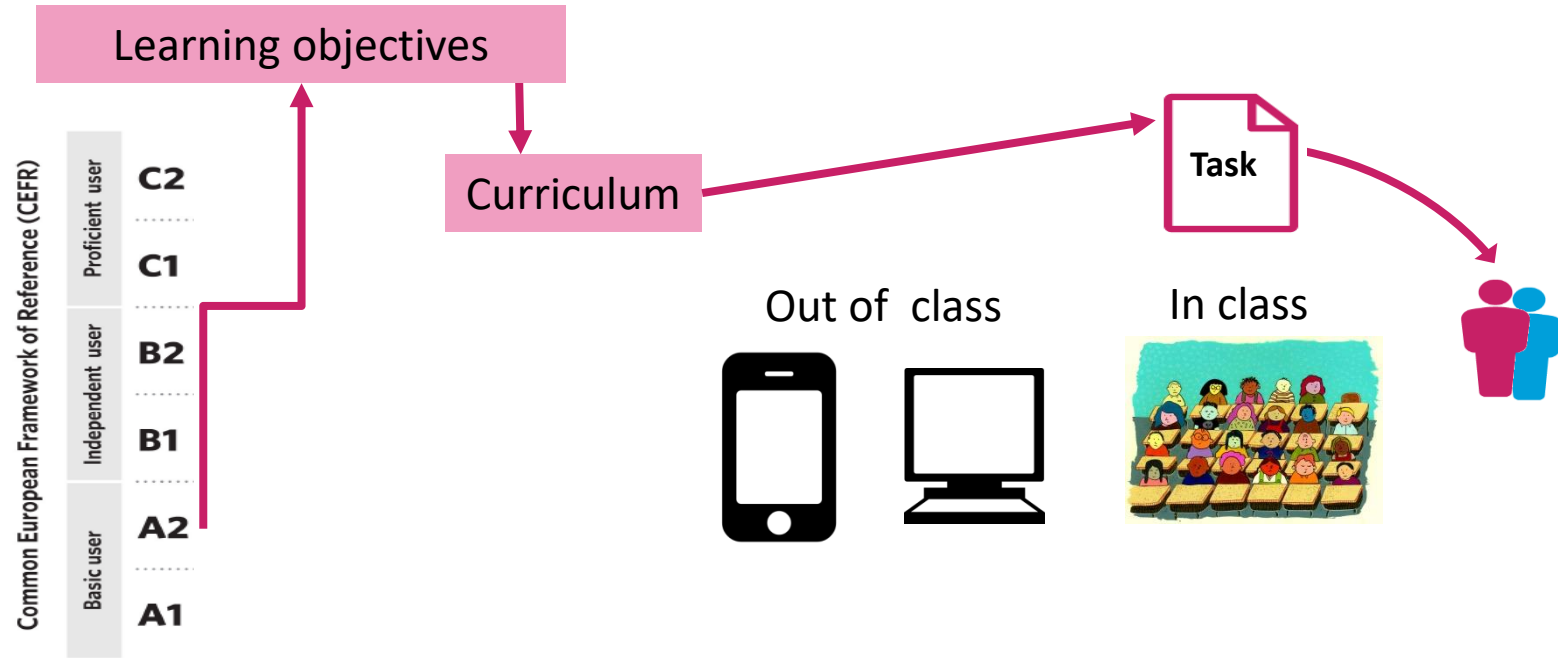
Learning Oriented Assessment in practice



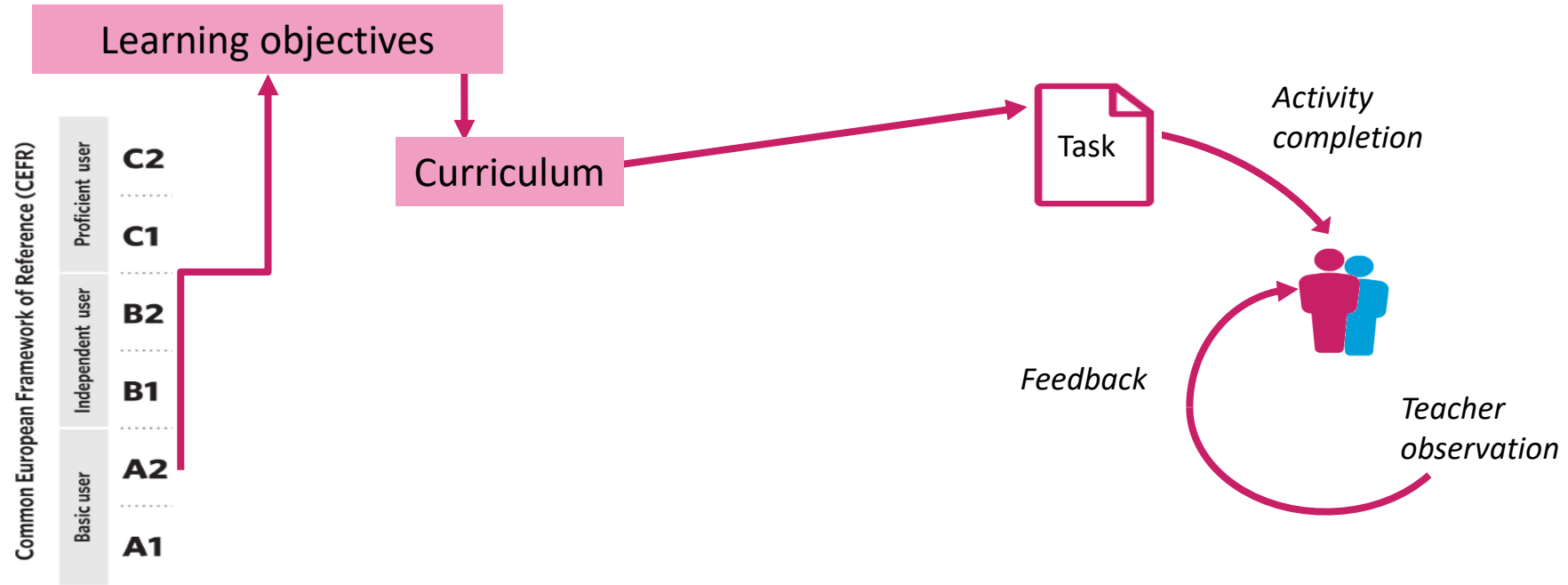
Use of measurement scale for standardisation



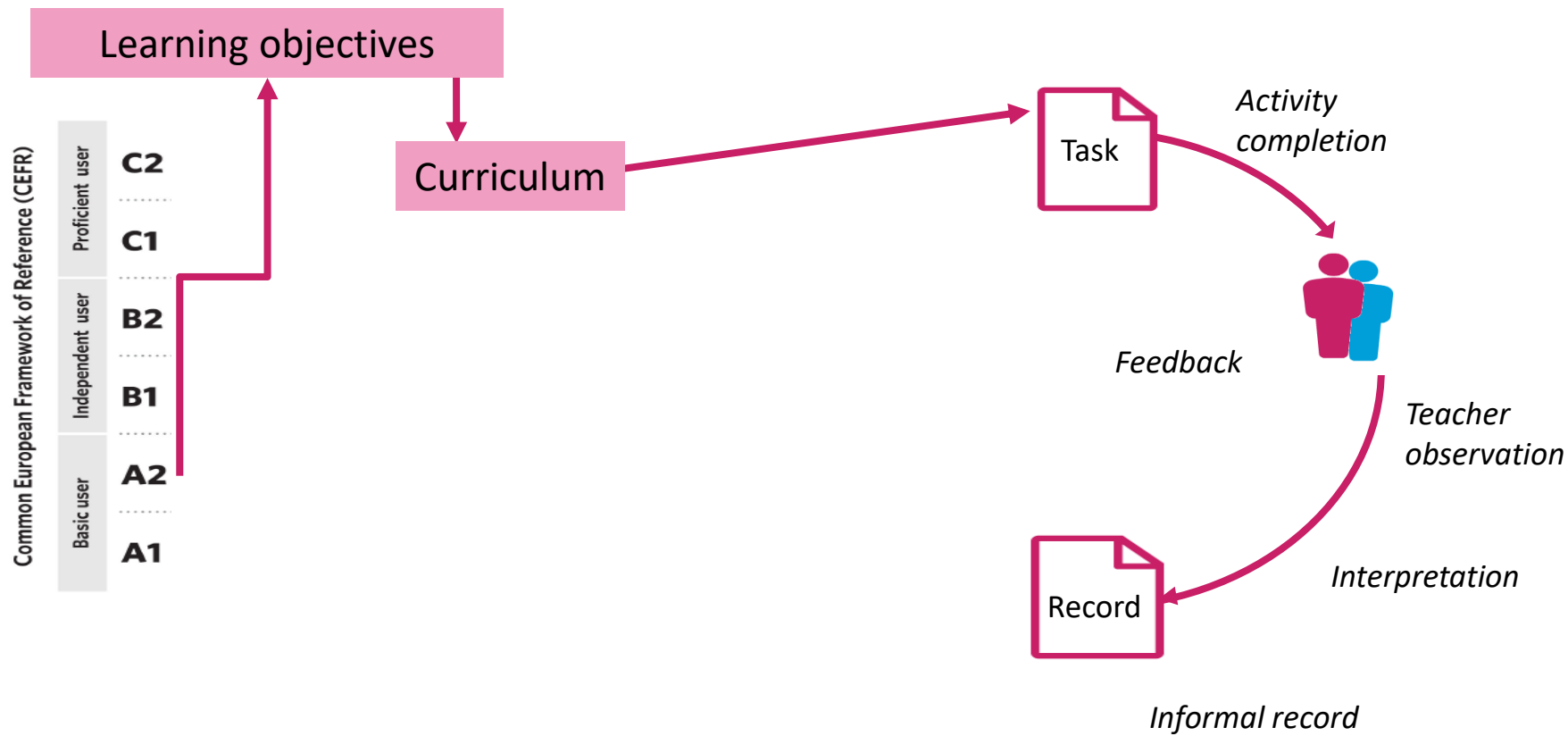
Learning Oriented Assessment in practice



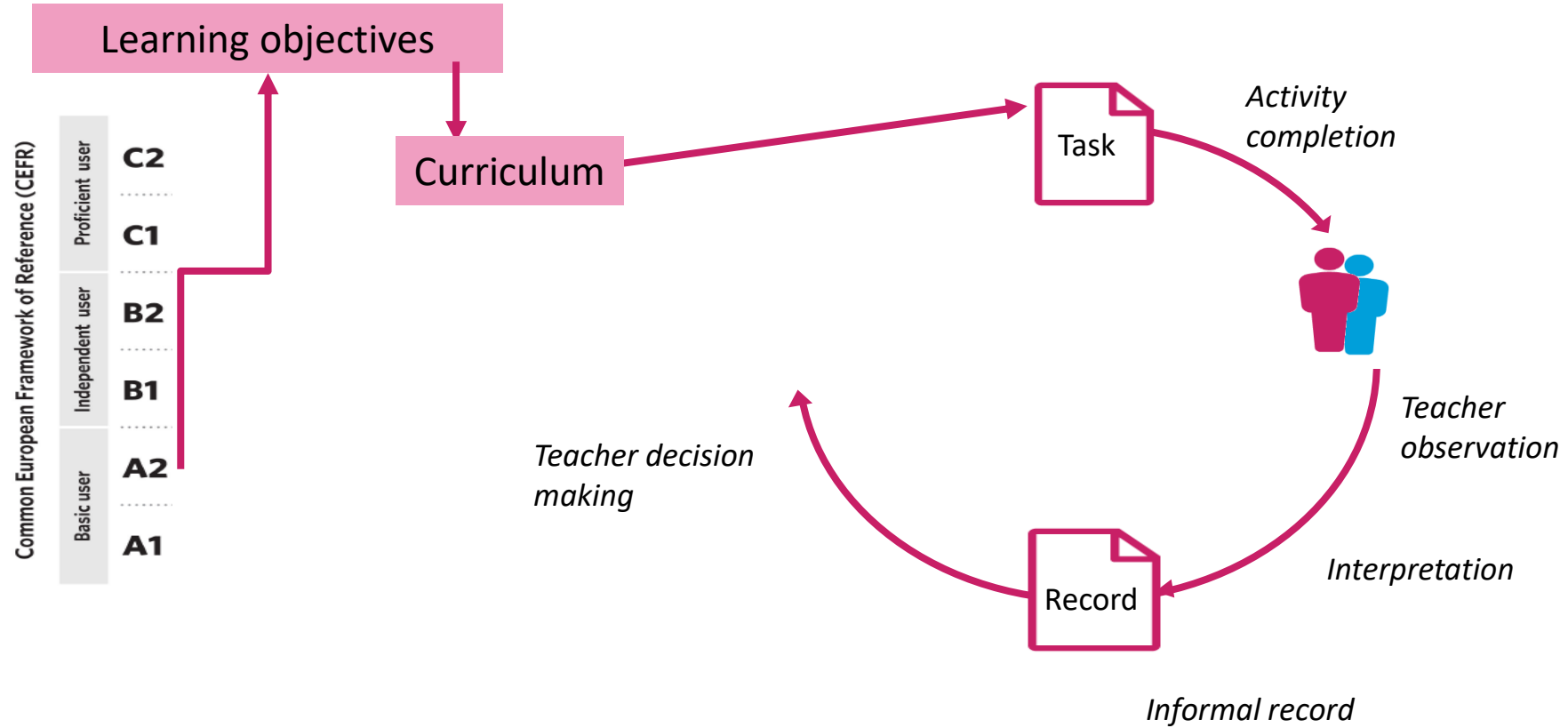
Learning Oriented Assessment in practice



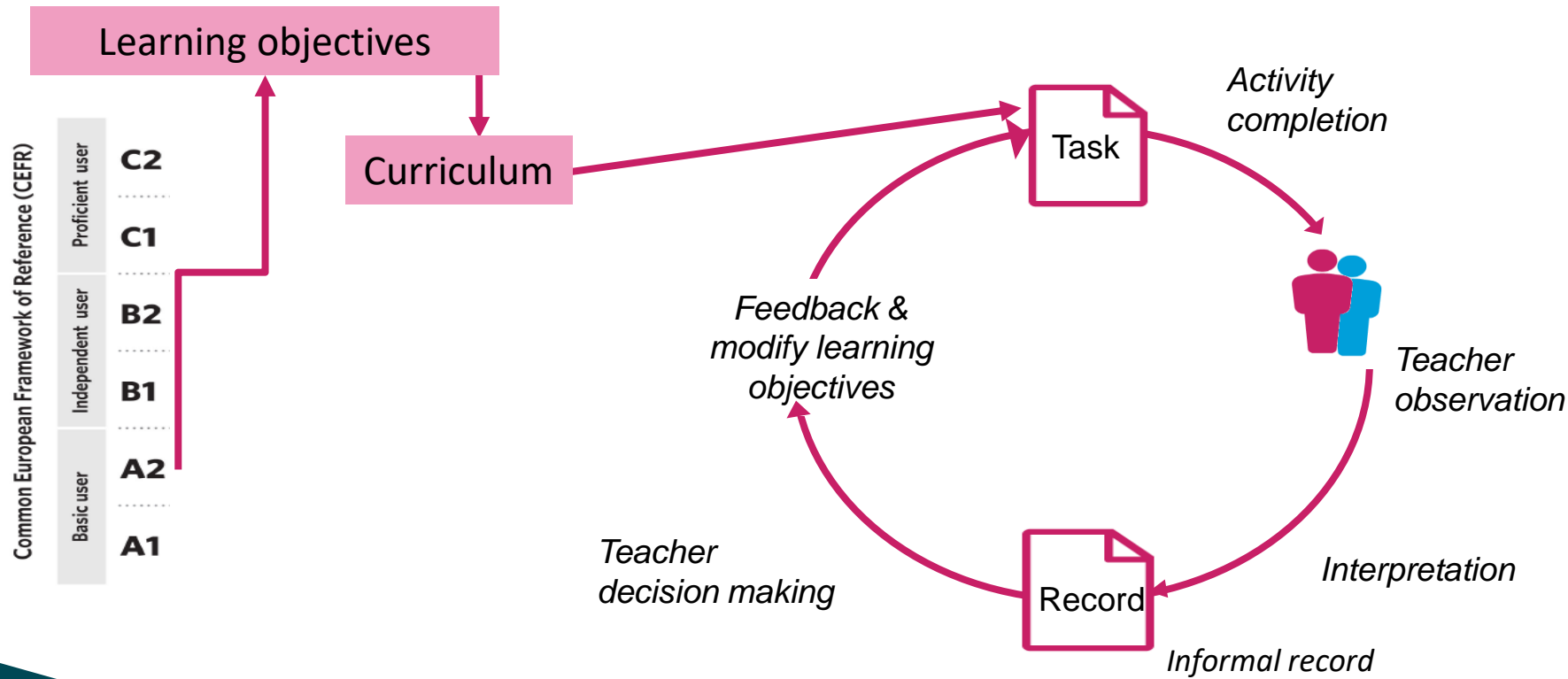
Learning Oriented Assessment in practice



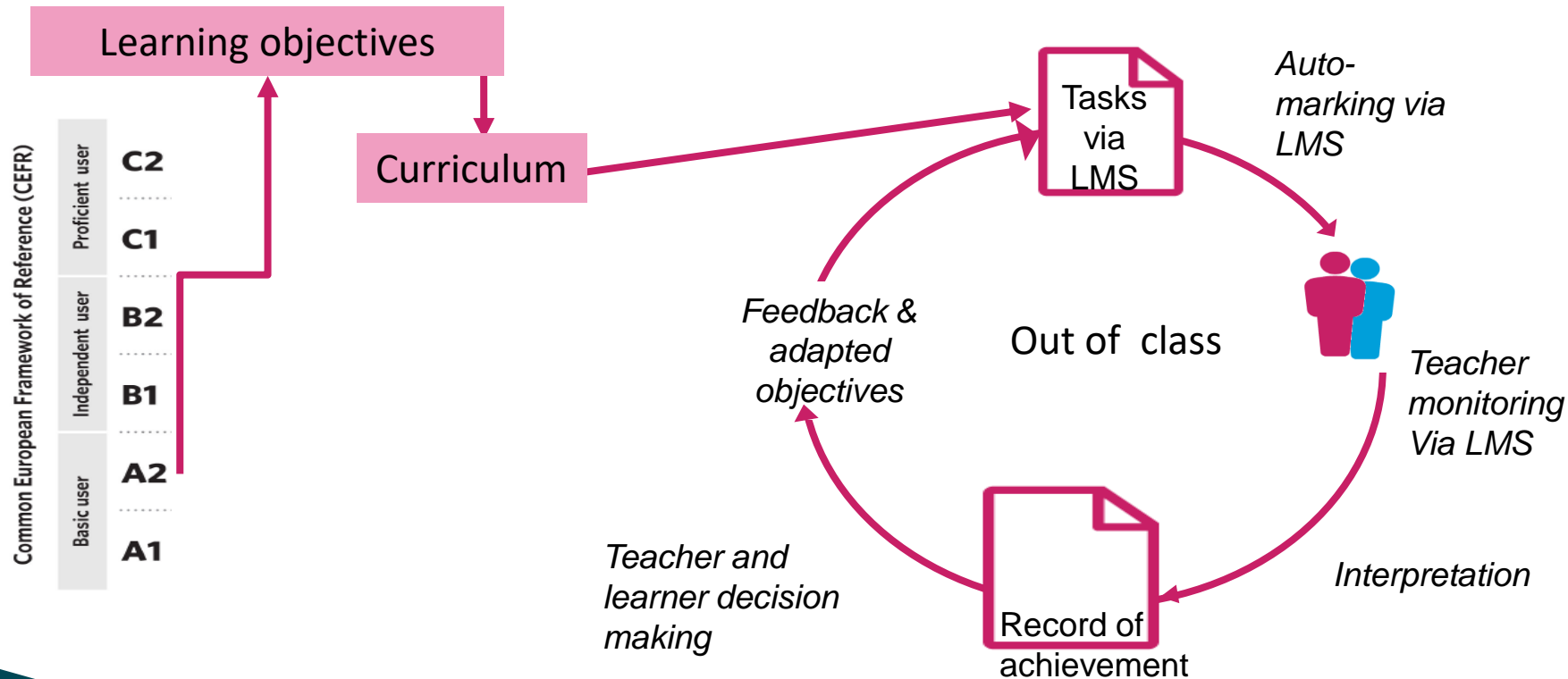
Learning Oriented Assessment in practice



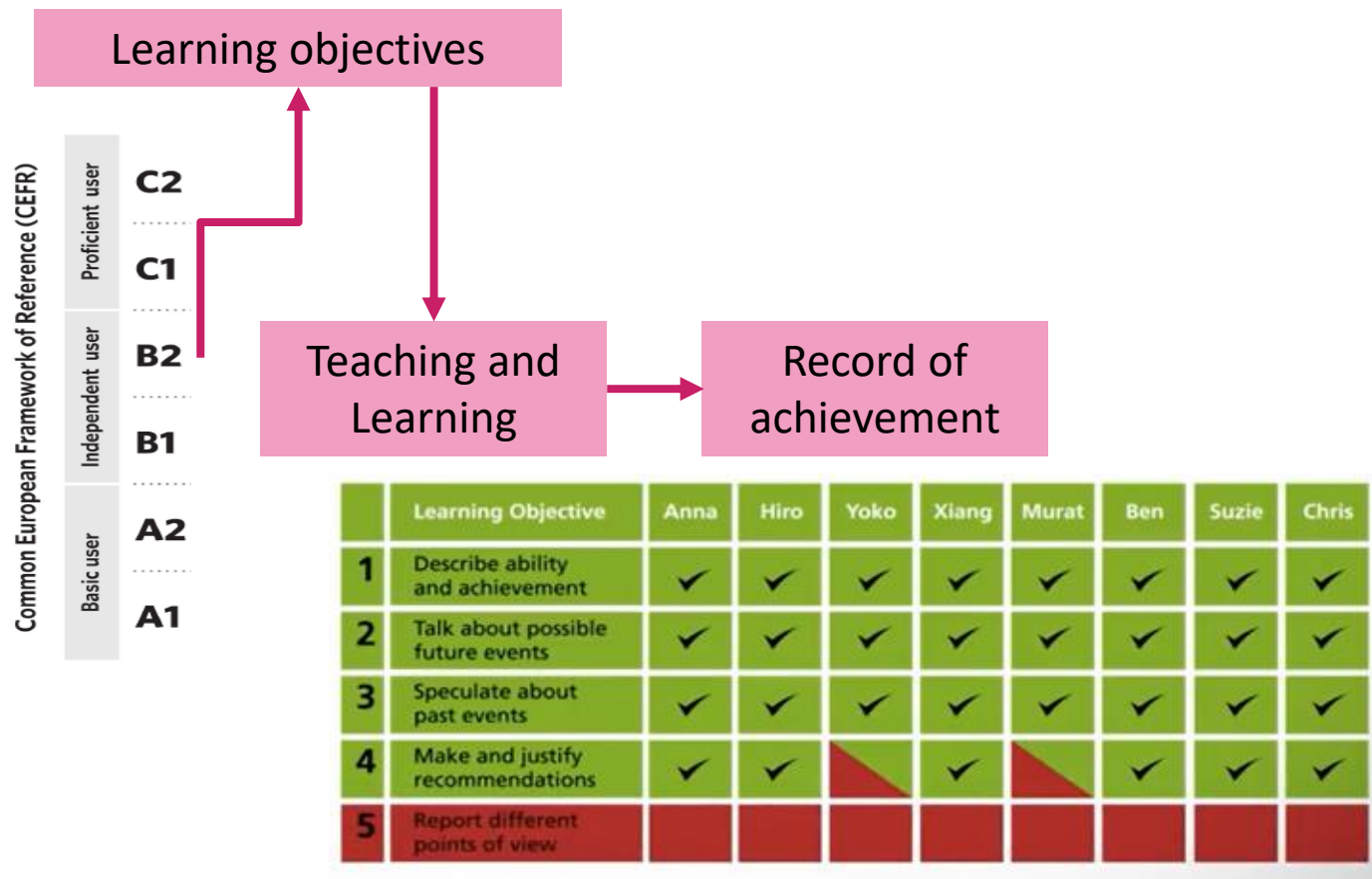
Learning Oriented Assessment in practice



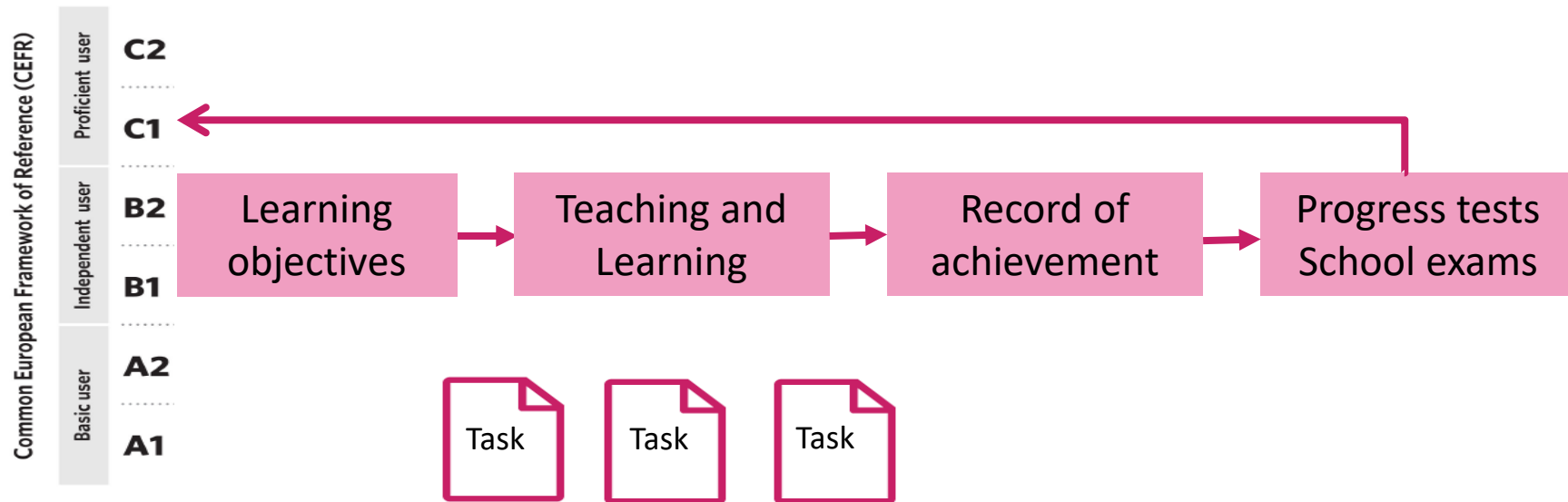
Learning Oriented Assessment in practice



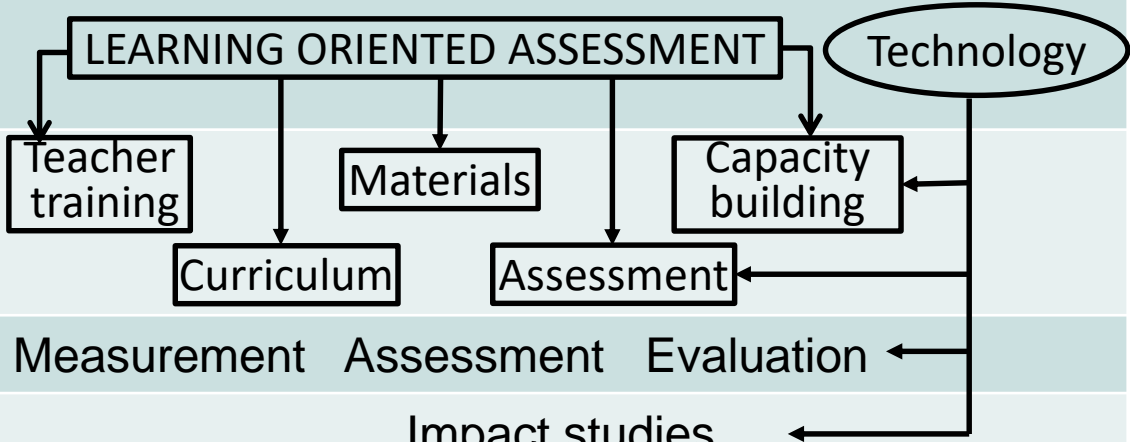
Learning Oriented Assessment in practice



Learning Oriented Assessment in practice



Implementing Learning Oriented Assessment

1. Policy decision	Agreement to adopt LOA
2. Education goals	Definition of learning objectives
3. Planning and resourcing	Need for coherence – joined up approach
4. Setting up the system	 <pre> graph TD LOA[LEARNING ORIENTED ASSESSMENT] --> TT[Teacher training] LOA --> C[Curriculum] LOA --> M[Materials] LOA --> A[Assessment] LOA --> CB[Capacity building] LOA --> T[Technology] T --> CB T --> A T --> ME[Measurement Assessment Evaluation] T --> IS[Impact studies] </pre> <p>The diagram illustrates the components of Learning Oriented Assessment (LOA) and their relationships. A central box labeled 'LEARNING ORIENTED ASSESSMENT' has arrows pointing down to five boxes: 'Teacher training', 'Curriculum', 'Materials', 'Assessment', and 'Capacity building'. To the right of this central box is an oval labeled 'Technology'. Arrows point from 'Technology' to 'Capacity building', 'Assessment', 'Measurement Assessment Evaluation', and 'Impact studies'. Additionally, an arrow points from 'Technology' down to 'Impact studies'.</p>
5. Implementation	
6. Progress/monitoring	Measurement Assessment Evaluation
7. Evaluation	Impact studies

Implementing Learning Oriented Assessment

Challenges

- Time and labour intensive
- Reliable data storage and analysis
- Expertise of the teacher

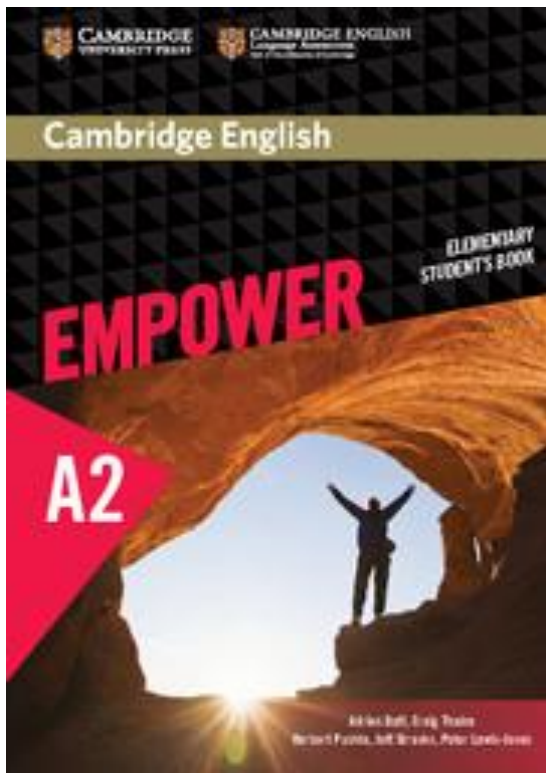
Solutions

- Teacher training and development
- Learner autonomy
- Learning/teaching materials & technology



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Learning and teaching materials



Teachers are provided with a full digital package in one place: Learning Management System plus web tools and clear step-by-step guidance on how to use these tools in the modern classroom.

Personalised learning paths outside of the classroom give students targeted practice, ensuring they spend their time on what they need most, and keeping them motivated and engaged.

Digital technology



Will need to play a crucial role

- Extend learning beyond the physical classroom
- Enable new forms of learning interaction
- Capture new forms of evidence for learning



It will assist the teacher

- Scaffold the learners' learning activities
- Remove the administrative burden of collecting and processing information

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A report: Making a video

Your English class is going to make a short video about daily life at your school. Your teacher has asked you to write a report suggesting which lessons should be filmed **and** why.

Write your **report**.

Start again

Saved

My teacher has asked me to write a report about which lessons should be filmed.

I am think it will be a good idea to filming the English class with our teacher who is Mrs Roberts. All of students love Mrs Roberts and we enjoins this class a lot. We could show the students all having nice time and doing activities. Poeples who watch the film will see that it is a fun. They will want to come to our school if they see this class.

Then, we can show them the restaurant where we having the lunch. This will show them you can to have good food in this schools' restaurant. And they will see the students are happy to.

183 words entered. For this task you should enter between 140 and 190 words. You have written enough. Well done!

Check again →

[← Back](#)

Task help

Help

Level
A2

Images

Feedback



Your writing improved! Your level is the same but you made good progress. Read your work and the feedback again. Make new changes and click Check again!

Daily life at my school.

My teacher has asked me to write a report about which lessons should be filmed.

I am think it will be a good idea to filming the English class with our teacher who **Is** Mrs Roberts. **All of students love Mrs Roberts and we enjoins this class a lot.** We could show the students all having nice time and doing activities. Poeples who watch the film will see that it is a fun. They will want to come to our school if they see this class.

Then, we can show them the restaurant where we **having** **the** lunch. This will show them you can to have good food in **this** schools' restaurant. And they will see the students are happy **to**.

Finally, it will be good to showing the garden of the school and the sports they can play there. **There** **are** **lot** of trees and grass and flowers and it is health place to be together and for **relax**.

I think that if people see this film they will want to come to have our daily life.

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Tasks

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Students

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Checks

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Insights

[Help](#)

Score Range

Student Progress

Student Progress Heatmap

Ada Martinez

Alba De La Rosa

Carmen Perea

Enrique Ramirez

Leon Arroyo

Luis Escobar

Maria Lopez

A1

A2

B1

B2

C1

C2

CEFR Level

Student Writing



To summarise...

Learning Oriented Assessment

- Places learners at the centre, individualising learning
- Facilitates life-long learning
- Integrates learning and different types of assessment
- Produces valuable evidence
- Provokes action
- Will imply teacher development
- Facilitated by use of technology



For more information:

- Please refer to the postcard
- Please visit the Cambridge stand
- Please speak to me!

Questions?