

LEARNING ASSESSMENT EXPERIENCES

A CASE OF KENYA

11th June, 2020.

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Introduction

Professional Affiliations

- Association for Educational Assessment in Africa (**AEAA**)
- International Association for Educational Assessment (**IAEA**)
- Eastern Africa Association for Educational Assessment (**EAAEA**)

Assessments

- Regional assessments- **SEACMEQ**
- National Assessments **NASMLA** studies - Grade 3 (primary education) and Form 2 (secondary education)

Assessment

- “An assessment is a machine for reasoning about what students know, can do, or have accomplished based on a handful of things they say, do or make in particular settings”(Mislevy et.al, 2003:3)
- In assessing achievements, “**the machine for reasoning**” includes assessment tasks, responses, rubrics, scores and statistics,
- “**about what students know, can do or make**” refers to the expected learning outcomes and objectives that are assessed.
- “**handful of things they say, do or make**” is the evidence of achievement,
- “*particular settings*” includes classroom interactions, quizzes, tests and examinations.

Learning Assessment system

- Policies, institutions, assessment tools, and practices that contribute to gathering and using information on how students are learning in the education system.

Purpose of Assessment

Before Instruction

Diagnostic

Determine prior
competencies

During Instruction

Formative

Improve teaching
and learning

After Instruction

Summative

Grading

Types of Assessment

- Kenya uses mixed method approach to collect data on achievement of student's learning. This ensures that all competencies are assessed using a variety of tools.
- Formative assessment: For improving teaching and learning and also contributes to final certification. - Competency Based Assessment (CBA), Technical subjects in secondary, Teacher Education and TVET examinations.
- Portfolio assessment in Grade 3 involves parental engagement.
- Summative assessment: For certification and selection, National examinations at primary, secondary, teacher and TVET levels.
- National Assessment; National Assessment Centre (NAC) monitors quality of education through periodic sample based assessments for policy formulation

Inclusivity in assessment

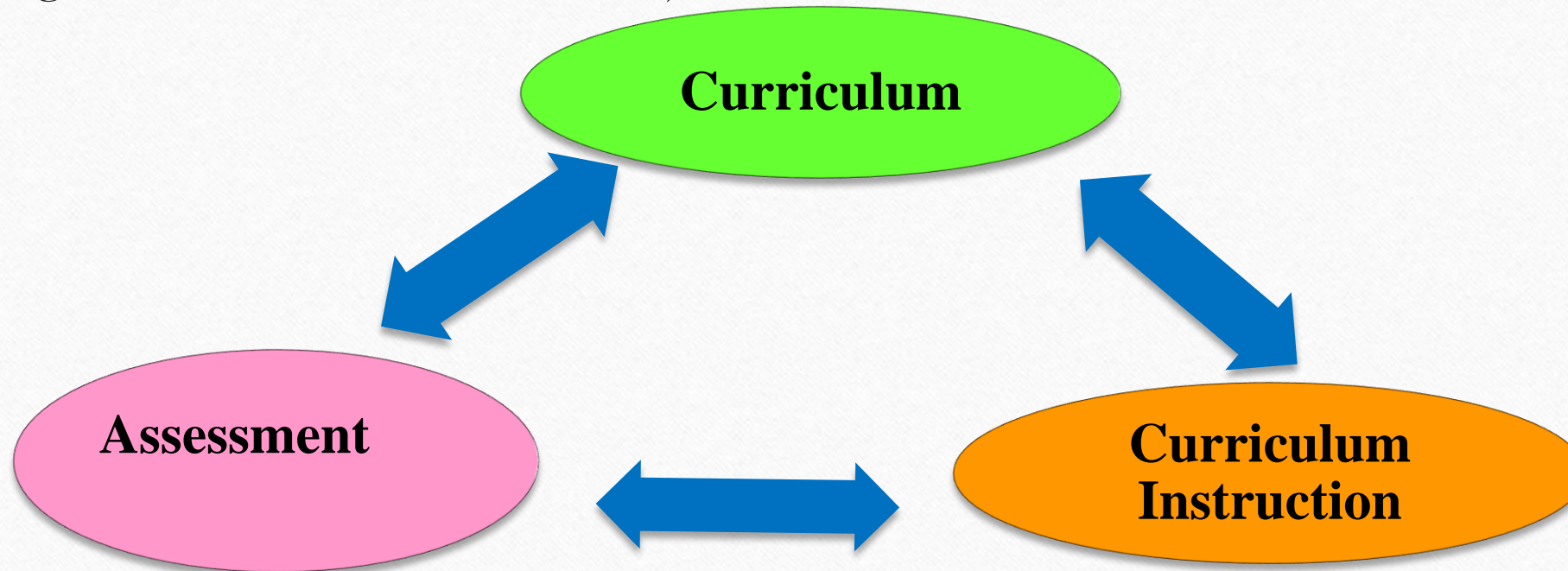
- Special needs stage based pathway in the new basic education curriculum.
- Involvement of Special needs teachers in all Examination activities.
- Modifications and adaptations for learners with special needs in education;
 - Visually impaired - braille versions and extra time
 - Hearing impaired – Kenya Sign language and extra time
 - Physically handicapped – adaptation of items and assistance involving manipulation and extra time.

Modes of Assessment

- Written tests
- Orals
- Aurals
- Practical
- Projects
- Access of assessment tools on an online portal for **Grade 3** (CBA) and **projects** for the technical subjects in secondary national examinations.

Monitoring Quality of Education

- Alignment of the curriculum objectives, curriculum instruction and Assessment.



Monitoring Quality of Education

- Capacity building of teachers in formative; CBA (Authentic assessment, rubrics, portfolio assessment, qualitative reporting) and summative assessment - conducting and assessing projects.
- Setting quality items through Item writing workshops across the country.
- Robust training of examiners in psychometrics, professional ethics and examination standards.
- In depth training of data collectors and analysts for NASMLA studies.

Use of Assessment feedback

- Assessment data gives feedback to stakeholders, learners, teachers, parents, Ministry of Education and other interested parties in education for continual improvement and policy formulation.
- Results of National Examinations for primary and secondary are analyzed and reported in Feedback reports, National performance in all subjects, questions that were poorly performed and advice to teachers.
- Online platform that provides examination feedback - School Specific Analysis Report (SSAR) per subject for primary schools. Details skills tested, misconceptions, remedy for improvement.

SSAR – Evidence for policy strategies

- To provide feedback to each school on the trends of Kenya Certificate of Primary Examination (KCPE) performance over a period.
- decision making processes at the school level;
- enables stakeholders to have a common conversation on pupils' learning.
- initiate strategies for improving academic performance at the school level.

Evidence for policy strategies

- Quality assurance personnel (internal and external) can use school's academic performance data alongside teaching and learning experiences to hold the school management to account.
- Setting performance targets at both classroom and school levels.
- Identifying subjects in which teachers need in-service training.
- Focus on specific topics where there is weakness.

Use of Evidence from National Assessments

- Achievement tests provide data on competency levels for learners which inform the education system on quality of learning.
- Data from the multi level analysis informs policy makers on issues that require intervention by Teachers service commission, Ministry of Education, Institute of curriculum development and also Examinations Council.
- Basis for national and regional dialogues that identify unique challenges in the region, subject and this yields home grown interventions.

What is not working well

- Large class sizes due to free and compulsory primary and free day secondary education may deter achievement of education quality desired.
- 100% transition in basic education leads to overburdened infrastructure.
- Diversity of schools: ASAL areas- Marginalized areas- Inequality.
- Teacher shortage.
- Conflicts.
- Nomadic pastoralism.
- Security.
- Dependence on commercial tests by schools.
- Reporting formats that encourage ranking of learners.
- Schools not maximizing on the examination feedback reports.