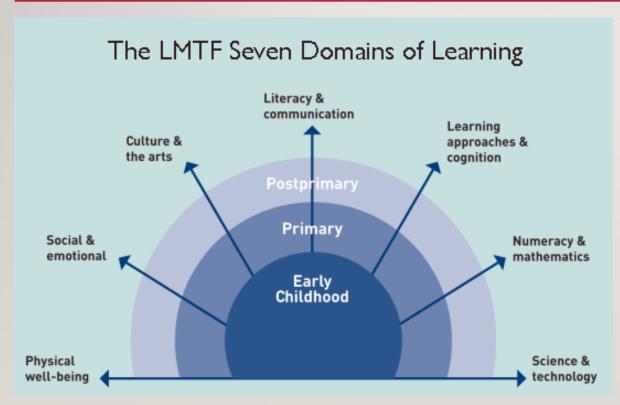# RE-THINKING LEARNING ASSESSMENT IN THE COVID-19 ERA IN EASTERN, WESTERN, AND SOUTHERN AFRICA

INNOVATIVE STRATEGIES FOR ASSESSING LEARNING OUTCOMES EMERGING IN THE COVID-19 ERA IN SUB-SAHARAN AFRICA, **17 MARCH 2021**

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THE LEARNING CONTEXT

The LMTF Seven Domains of Learning

- How they are measured – learning outcomes.

- How the data is used to improve teaching and learning.

- Developing tools for improving measurement of learning.

- Building evidence base to inform policy reform.

- Factoring emerging issues e.g., CBE, 4IR and COVID-19.

ENHANCING QUALITY OF CONTINUOUS ASSESSMENT IN TEACHING AND LEARNING

- Future of assessment lies more in formative school-based assessment, less in centralised and summative assessments – practicability is a key challenge, added to COVID-19 environment.

- Establishing a comprehensive assessment framework that informs the teaching and learning process through a range of techniques for the evaluation and assessment of students, teachers, schools and education systems:

  - *Governance and implementation perspective:* developing competencies for evaluation and feedback, establishing links with classroom practices, aligning standards with assessment, balancing external assessments and teacher-based assessments, integrating student formative and summative assessment, and combining "improvement" and "accountability" functions of teacher evaluation.

  - *School perspective:* aligning external evaluation of schools with internal school evaluation while monitoring key outcomes of the education system

- Developing a critical mass of LA expertise and consistent use of LA data to improve TL.

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4   WHAT IS THE COVID-19 EXPERIENCE & WHY RETHINK LEARNING ASSESSMENT SYSTEMS?

The COVID-19 experience calls for a rethink in effectively delivering quality education in an inclusive and equitable manner, and the role of technology as one of the key enablers.

Some positive progress in countries, but critical challenges remain:

- Teacher preparation for remote lesson delivery and assessment.

- Quality assurance in assessments – examining/ assessing learner behaviour in remote situations, dealing with practical subjects, deterring cheating in online examinations, learner performance under stressful and less-than-ideal conditions, and exclusion due to inadequate bandwidth and/or equipment.

- Greater focus on examination classes, and less on other classes.

RETHINKING LEARNING ASSESSMENT SYSTEMS: WHAT NEEDS TO BE DONE?

- Capacity strengthening of management and teaching workforce for all aspects of remote learning and assessment.

- Greater emphasis on assessments, without ignoring examinations, to demonstrate knowledge, skill, and competence

- Embracing, contextualizing and adapting global shifts such as flexible grading through, for example, reweighting assessment and assignment grades within a course

- Using multiple methods of assessments, including projects, discussions, simulations, videos, podcasts, and essays; deploying commonly used forms of online or remote proctoring to manage examinations.

- Having examinations that are either "open resource" based or assignments/projects based, incorporating problem-based and project-based assessments even at lower education levels.

6 POST-COVID-19: A SOUND REMOTE EDUCATION SYSTEM AS STANDALONE OR HYBRID

Remote Education Benchmarking Toolkit – Norms and Standards on learning assessment.

- **Norm 1: robust policy and legal framework**

- **Norm 3: Strong teaching workforce capacity:**
  - Existence of strong and comprehensive quality assurance and assessment mechanisms for remote education learning outcomes.

- **Norm 11: Monitoring, evaluation and assessment:**
  - Feedback is timely and effectively provided to learners as an integral part of remote assessment.
  - Progress assessments aligned to learning objectives.
  - Ongoing timely and accurate formative assessments provided for programme remediation and interventions where needed.
  - Multiple methods utilized to determine whether learning objectives/ goals are met, and the data used for remedial action.
  - Program provides access to LMS and all appropriate learning and assessment contents.
  - Remote summative assessment process and certification system is mainstreamed.
  - Teachers participating in remote education are evaluated and recognized

THANK YOU