

A Facilitator Guide for Conducting Whole School-Based Continuous Professional Development

Module 2: Assessing Student Learning



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About this Facilitator Guide

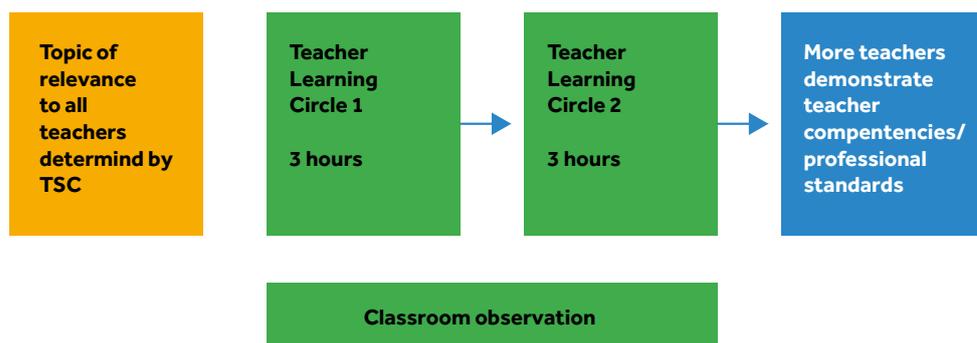
This guide is designed to help facilitators lead school-based continuing professional development (CPD) in junior and senior secondary schools. This guide focuses on learning assessment and its critical importance in teaching and learning.

Assessment is a fundamental component of the educational process, serving as a bridge between teaching and learning. It provides the school, especially teachers, with critical insights into students' understanding, progress, and areas needing improvement. Effective assessment practices not only inform instruction but also empower students to take ownership of their learning.

The guide includes instructions and information for facilitating two Teacher Learning Circles (TLCs). The duration of each TLC is expected to be approximately three hours. All teachers in a school are expected to attend and participate, regardless of the subject they teach.

School based CPD model

Overview of activities over one term



In the first TLC this term, activities are designed to help teachers reflect on what they already know and understand about assessment. The first TLC concludes with a practical task for teachers to complete before attending the second TLC.

In the second TLC, teachers report back on their experience of trying three important assessment practices in their classrooms and deepen their understanding of assessment.

Learning outcomes

By the end of school-based CPD Module 2, teachers should be able to:



- Explain at least three important assessment strategies
- Give examples of how they use the three assessment strategies in their classrooms
- Reflect on their learning about assessment and identify ways they can use it to enhance teaching and learning.

How to use the Facilitator Guide

This guide is to support school leaders such as Principals, Head of Departments or other senior teachers that will lead and facilitate the TLC. The date and time for the TLC should be agreed well in advance of the meeting and communicated by the Senior Leadership Team in the school.

Before each TLC, the facilitator should:

- Read and familiarise themselves with the session notes and instructions for facilitating the TLC.
- Check their understanding of the activities to be undertaken during the TLC and their purpose.
- Prepare and collect resources needed for the TLC.
- Prepare the space including arranging seating, blackboards, whiteboards etc.

During each meeting:

- Take a register of attendance. Ensure that it is signed by all participants and given to the school Principal.
- Start and end on time.
- Encourage everyone to participate.
- Ensure the meeting is a safe space for everyone to share ideas and opinions. Listen carefully to what people say and encourage others to do the same.
- If participants want to discuss something that is not related to the topic, record the item on a flip chart and agree to discuss it after the meeting.
- Use energizers whenever participants are lacking in energy. Energizers can be rhymes, songs or a quick physical activity.
- Leave sufficient time for evaluation at the end of the TLC.
- Collect the evaluations.

After each meeting:

- Review the evaluations and speak with a few colleagues to get their feedback.
- Offer support to colleagues to complete TLC follow up tasks.

Remember! A good facilitator...

- Is gender responsive and does not use any form of discrimination
- Is well prepared to conduct the session
- Starts and ends the session on time
- Follows the guide and the proposed activities and discussions
- Communicates information and instructions clearly
- Encourages everyone to participate
- Is enthusiastic about CPD and the content covered in the TLC
- Recognises and respects participants' contributions
- Encourages participants to work together.

How the Facilitator Guide is organised

The facilitator guide is organised by activity. Aim to follow the activities in the sequence given.

You will see that some types of activities have a symbol or sign to help you.

The symbols used are shown in the table below.

Symbol	Meaning
	Learning outcomes: These are brief descriptions of knowledge and skills teachers are expected to learn by the end of the learning circle. They also support both the facilitator and teachers to know the purpose of the learning circle thus allowing everyone to self-assess their learning progress.
	Reflective activities: Use reflection time to allow individuals and groups to think more deeply about an issue, or about what they've learnt.
	Facilitator notes: In these sections you will find the topic background and information needed to complete the task. If you can, print it and share with teachers or send it via WhatsApp to read before or after the TLC.
	Discussion: These are tasks where teachers get to talk and share ideas or experiences about specific topics.
	Video: These are visual and audio learning aids that introduce a topic/theme, provide a summary of the content taught or showcase different perspectives.
	Audio clip: These are audio recordings that introduce a topic/theme, provide a summary of the content taught or showcase different perspectives.
	Case study: These are real-life experiences collected from different school settings that provide opportunities to teachers to reflect and assess their ability to handle scenarios presented based on content learnt during the learning cycles.
	Tasks for after the meeting: These are tasks that teachers are required to do after the TLC. They may be individual or group tasks.



Facilitator Guide for Teacher Learning Circle 1: Assessing Student Learning



Teacher Learning Circle 1

Theme: Understanding and reflecting on assessment

Duration: 3 hours

Agenda

Activity	Suggested duration
True/False	30 minutes
The assessment cycle	45-60 minutes
Identifying when assessment is happening	45-60 minutes
Assessment strategies to use in your classroom	45 minutes
Taking your learning into the classroom	15 minutes
Closing activity	

TLC Activities

Activity 1: True/False



30 minutes

Resources

Flipchart/blackboard and chalk/markers.

Preparation

- Make a flipchart with the eight True/False statements listed below:

True/False statements

- A. Learning assessment refers to tests and examinations.
- B. Assessment is a tool for learning.
- C. Assessment is the same as grading.
- D. Learning assessment motivates students.
- E. Learning assessment should only be done at the beginning and the end of the term.
- F. The results of learning assessment must always be documented.
- G. Assessment is only for students to advise them about their learning progress.
- H. Good teachers assess learning throughout a lesson so that they can adjust their teaching to meet the needs of students.

- Read the Facilitator notes (page 11) before the CPD session so that you can use the information if needed during the discussion.

Instructions



1. Divide teachers into pairs.
2. Show the flipchart with the eight True/False statements.
3. Ask groups to read the listed statements and decide if it is true or false.
4. Explain that they have five minutes for this task and remind them to make a note of their decision.
5. After five minutes, stop the discussion and bring the group back to plenary.
6. Read the first statement and invite pairs to raise their hands if they agree/disagree with the statement. Invite one group/pair to explain why they agree and another group to explain why they disagree. Listen carefully to responses. If needed, BRIEFLY share information from the notes for this activity. You could read what is written or summarise it in your own words. Repeat for each statement.
7. Conclude the session by asking teachers why they think this was the starting activity. Listen to their responses then explain that this activity helps reveal what they know already about learning assessment and that this is an important assessment strategy. It is why many teachers start a lesson by asking questions – to find out what students know so they can decide what to teach or what to focus on.



Facilitator notes – Activity 1

True/False activity

Statement	Information
A. Learning assessment refers to tests and examinations. (FALSE)	Learning assessment includes tests and examinations BUT learning assessment is more than tests and examinations. Learning assessment also includes asking questions to find out what students know and understand, checking student work and giving a 2-minute quiz at the end of lesson. Assessment is part of teaching.
B. Assessment can be a tool for learners. (TRUE)	Assessments can help students understand their strengths and areas for improvement. Assessment should help teachers identify students' learning needs.
C. Assessment is the same as grading. (FALSE)	Grading is simply giving a score or mark while assessment is about the process of gathering information to understand what students know and understand and what they can do.
D. Assessment can motivate students. (TRUE)	When designed and used effectively, assessment can encourage students to take ownership of their learning and strive for improvement. Note that it will demotivate students if they are punished, ridiculed or ignored because results were not good.
E. Learning assessment should only be done at the end of term or at the end of the year. (FALSE)	Assessment is a continuous process because it is part of the teaching and learning process. Assessment involves collecting information and using it to adjust teaching and learning strategies. Assessment may include day to day activities such as conversations during the lesson, teacher observation, homework or even tests.
F. The results of learning assessment must always be documented. (FALSE)	Assessment is part of teaching and learning. When teachers are asking questions or walking around class to check progress, they are finding out about student learning but they don't need to document what they see or hear. However, teachers might want to document the score given for an assignment at the end of a topic, or an exam.
G. Assessment is only for the students and their learning progress. (FALSE)	Assessment is for the student and the teacher. Assessment provides information on both the teaching and learning process. If students are not learning, the teacher must decide what else to do to help the student learn. This might mean repeating a task, teaching a concept in a new way or providing extra support.
H. Good teachers assess learning throughout a lesson. (TRUE)	This is exactly what good teachers do all the time. They assess student learning to help make decisions about what to teach and how best to teach it to ensure that ALL students learn. That is the job of a teacher: all students learning.

Activity 2: The assessment cycle



45 – 60 minutes

Resources

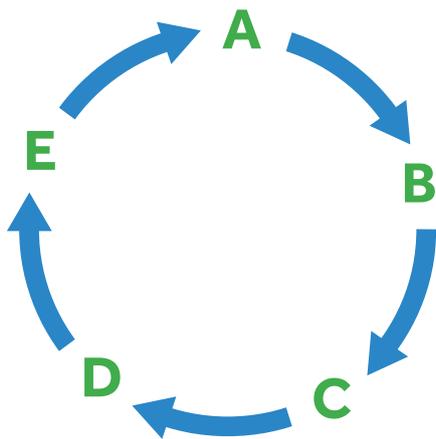
Flipchart/blackboard and chalk/markers.

Preparation

- Draw the following Assessment cycle diagrams on flipcharts (one per flipchart):

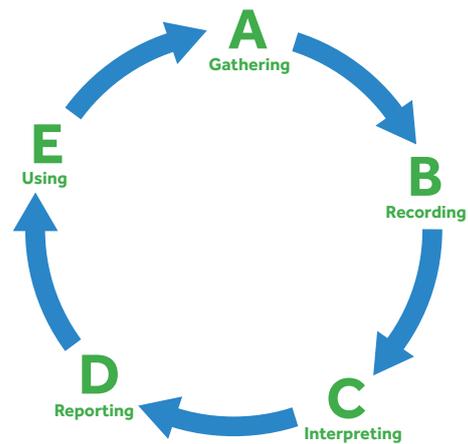
1

Assessment as part of Teaching and Learning



2

Assessment as part of Teaching and Learning



- Create five more flipcharts with the following information:

This involves sharing information on student's learning progress. Student progress does not have to be shared in just report cards. Information can be shared to parents daily through homework. The main aim of sharing information should be to celebrate students' learning progress and to highlight areas where students need to improve.

This involves obtaining information on students learning and progress. It involves planning on what information is needed, determining how it will be collected, when and how often the information will be collected to get a clear picture of the current student status, gaps and necessary support needed to resolve those gaps. It can take place at the beginning, during or at the end of a learning period.

This involves applying the findings from assessment to make informed decisions and improvements. Decisions could include how to modify teaching methods or developing action plans on what to do and by when. For example, a teacher could note results that occur after using a particular way of teaching. When more practical examples are used students perform better.

This is understanding what the information or assessment data reveals. It is using the data to draw conclusions about the strengths, weakness and overall performance of students during a given learning period. The teacher's knowledge of their students informs their interpretation of assessment information collected. A teacher needs to decide what information is valuable and how it can be used to enhance students' learning.

This involves documenting or noting down information collected to create a reliable and organised record of all information collected. The purpose of an assessment determines what and how information is noted down. A teacher does not need to note down every data collected. A teacher can judge what assessment information is important for noting down.

- Also prepare five cards with the following words (one word per card):

Analysing

Recording

Using

Interpreting

Gathering

Instructions



1. Ask participants to get into pairs or small groups, depending on the number of participants.

Explain that in this activity, they will be thinking about the assessment cycle. Remind people that a cycle refers to a series of steps that happen in order and are repeated. Explain that the assessment cycle involves five steps. Show the five cards with the five words.

2. Now show the text on the five flipcharts and ask them to match each description to one of the five words. Tell them they have 10 minutes for this task. Remind them to keep a note of what they decide.
3. Stop participants after 10 minutes.
4. Show which word goes with which description by adding each card to one of the flipcharts.
5. Invite participants to tell you if they were successful.
6. Now show the flipchart with the assessment cycle (diagram 1). Ask participants to decide which step matches A, B, C, D and E. Give them five minutes for this task.
7. Stop participants after five minutes and invite one group to report back. Invite another group to report back if they have a different sequence.
8. Now show them the correct sequence (diagram 2).
9. Use the following information to guide a discussion about the assessment cycle.

For teachers, assessment involves collecting information to better understand each student's progress in school and using that data to enhance their learning. Assessment extends well beyond mere testing; it encompasses daily interactions between the teacher and each student, including moment-by-moment conversations, observations, and actions. Whether the teacher is questioning and listening to students, observing them during tasks, or using weekly test results to guide instruction, assessment includes many overlapping and often simultaneous activities — gathering, recording, interpreting, using, and reporting information. These activities can occur within seconds or over days or weeks, depending on the assessment's purpose and methods. The information gathered deepens the teacher's understanding of both what and how the student learns. This information is then used to plan learning experiences based on curriculum objectives and the student's previous learning. Through assessment, the teacher builds a comprehensive picture of the student's short-term and long-term needs and plans future work accordingly.

10. Conclude this session by asking the following question: Are any steps in the cycle that are not always necessary? Discuss this question for a few minutes and explain that for some forms of assessment, classroom conversations for example, it is not always necessary for teachers to record or report them. The conversations are critical, but teachers gather, analyse and act on the information there and then.



Facilitator notes – Activity 2

Steps in the assessment cycle

	Step in the cycle	Description
A	Gathering	This involves obtaining information on students learning and progress. It involves planning on what information is needed, determining how it will be collected, when and how often the information will be collected to get a clear picture of the current student status, gaps and necessary support needed to resolve those gaps. It can take place at the beginning, during or at the end of a learning period.
B	Recording	This involves documenting or noting down information collected to create a reliable and organised record of all information collected. The purpose of an assessment determines what and how information is noted down. A teacher does not need to note down every data collected. A teacher can judge what assessment information is important for noting down
C	Interpreting	This is understanding what the information or assessment data reveals. It is using the data to draw conclusions about the strengths, weakness and overall performance of students during a given learning period. The teacher's knowledge of their students informs their interpretation of assessment information collected. A teacher needs to decide what information is valuable and how it can be used to enhance students' learning.
D	Reporting	This involves sharing information on student's learning progress. Student progress does not have to be shared in just report cards. Information can be shared to parents daily through homework. The main aim of sharing information should be to celebrate students' learning progress and to highlight areas that student still need more support on.
E	Using	This involves applying the findings from assessment to make informed decisions and improvements. Decisions could include how to modify teaching methods or developing action plans on what to do and by when. For example, a teacher could note results that occur after using a particular way of teaching. When more practical examples are used students perform better.

Activity 3: Identifying when assessment is happening



45-60 minutes

Resources

You will need multiple copies of the Lesson Plan Manuals for Junior Secondary School (JSS) 1 and Senior Secondary School (SSS) 1 mathematics and English – preferably one per teacher.

Preparation

Write the following questions on the board or on a flipchart:

- When will assessment happen during the lesson? What is the assessment activity?
- What information will be gathered in each lesson? How is it being gathered?
- What information needs to be recorded by a teacher, if any? How and when could the teacher record this information?
- How might the teacher use the information collected to help students learn?

Instructions for the session



1. Divide teachers into pairs or groups, depending on how many participants are in the training.
2. Explain that in this activity, they are going to look at examples of lesson plans to find examples of assessment in action.
3. Assign each pair or group one of the following lesson plans:
 - a. Teachers to use term 1 Mathematics books for both JSS and SSS and discuss lesson 4 and 5 that is:
 - i. [Lesson plans for JSS 1 Mathematics](#)¹ – discuss lesson 4 (page 8 on Common factors) and lesson 5 (page 10 on Highest common factors).
 - ii. [Lesson Plans for SSS 1 Mathematics](#)² - discuss lesson 4 (page 18 on Addition and subtraction of decimals) and lesson 5 (page 21 on Multiplication and division of decimals).

b. Teachers to use term 1 English books for both JSS and SSS and discuss lesson 2 and 3 that is:

- i. [Lesson plans for SSS 1 English Language](#)³ - discuss lesson 2 (page 3 on Simple present tense) and lesson 3 (page 5 on Simple present tense).
- ii. [Lesson plans for JSS 1 Language Arts](#)⁴ - discuss lesson 2 (page 4 on Division of language arts) and lesson 3 (page 6 on Fluent reading exercises).

4. Ask them to work in their pairs/groups to analyse the lesson plan using the following questions displayed on the board or flipchart:

- When will assessment happen during the lesson? What is the assessment activity?
- What information about learning will be gathered in each lesson? How is it being gathered?
- What information needs to be recorded by a teacher, if any? How and when could the teacher record this information?
- How might the teacher use the information collected to help students learn?

5. Explain that they have 30 minutes for this task and that they should keep a note of their responses.

6. Stop the pair/group work after 30 minutes.

7. Invite one group to share their analysis of one lesson, another group to share their analysis of another lesson etc.

8. Listen carefully to each group and invite questions from other participants.

9. Now use the notes for this session (annotated lesson plans) to discuss anything that has not already been discussed – and/or to draw attention to things participants might have missed.

¹ <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2021/12/lesson-plans-for-jss-1-mathematics-term-1.pdf>

² <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/01/lesson-plans-for-sss-1-mathematics-term-1.pdf>

³ <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2022/01/lesson-plans-for-sss-1-english-language-term-1.pdf>

⁴ <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2021/12/lesson-plans-for-jss-1-language-arts-term-1.pdf>

Activity 4: Assessment strategies to use in your classroom



45 minutes

Resources

- Flipchart/blackboard and chalk/markers.
- Case study (available at the end of activity – page 20)

Preparation

- Prepare a flipchart with the following assessment strategies or write them on the board:

Three important assessment strategies

- The teacher uses questions, prompts or other strategies to determine students' level of understanding.
- The teacher monitors most students during independent/group work.
- The teacher provides specific comments or prompts that help clarify student misunderstandings.

- Decide how you are going to share the case study for this activity. Try to print copies - one for every two participants should be sufficient. If you cannot print copies to share, write the case study in advance on the board or on a flip chart. Or you could share a photo of the case study via WhatsApp.

Instructions for the session



1. Divide participants into small groups of four or five participants, or pairs.
2. Explain to the group that in previous activities they have seen that some assessment tasks are part of teaching – they are not an extra. Good teachers are constantly assessing learning and using information to decide what students need to do next, or if they are ready for the next unit of learning. Show the pre-prepared flip chart listing three common assessment strategies (see Preparation section above).
3. Share the case study with participants (see Resources on the next page).
4. Slowly read the case study aloud. Now ask each group to identify these three strategies in the case study. They have 15 minutes for this task.
5. Stop participants after 15 minutes.
6. Invite a response from the first group. Did they see any examples of practice A? Repeat the question for practices B and C with two more groups.
7. Now share the following information in case it was not already covered.

At the start of the lesson, Florence uses strategy A. She wants to know what students know and understand from previous lessons. After she has presented the method for calculating gravitational energy and students are doing individual work, she walks around to check on progress – strategy B. Notice that she goes to a student who sits at the back who she thinks might be struggling. Also notice that she does not tell students the answer, she asks questions to help students get to the answer themselves (strategy C).



Case study for Activity 4

Teacher Florence teaches Physics. Today, she is teaching about energy. Florence would like her students to be able to define gravitational potential energy and to be able to determine the gravitational potential energy of an object.

In previous lessons, students learnt about forms of energy and that objects can hold potential energy depending on several different factors. She starts her lesson by asking questions to individual students. She asks: "What are the different forms of energy? What is potential energy? Can you give me an example? What affects how much potential energy an object has?"

When students respond with answers, she sometimes asks another question. For example, in response to the second question, a student says, "A bouncing rubber ball". The teacher then asks, "When does it have potential energy?" The student responds by explaining that it has potential energy when it hits the ground and the rubber ball is compressed. The teacher confirms that this is correct and then asks another student if the ball has potential energy at another time.

Later in the lesson, after she has shown students how to calculate gravitational energy and they have completed some calculations together on the blackboard, she sets them a question to be completed individually. She writes the question on the board: "Climbing a vertical rope is difficult. You have to lift your full body weight with your arms. If your mass is 60 kg and you climb 2.0 m, by how much do you increase your gravitational potential energy?" She walks around the class to check that all the students are on task.

Florence notices that one student has made the calculation with the incorrect mass and asks him, "Are you sure you have used the correct mass and height?". Florence goes towards the back of the class, towards a student who might be struggling. Florence asks the student, "Okay, what do you need to do first?" The student responds, "I need to know the mass and the height of the object". By asking a series of questions, the teacher guides this student to solve the problem.

Activity 5: Taking your learning into the classroom



15 minutes

Resources

- Flipchart/blackboard and chalk/markers

Preparation

Prepare a flipchart as follows or write the same on the board.

Your task before the next TLC:

- a. Before the next TLC, make a deliberate effort to use these three strategies in your lessons.
- b. Make a note of when you used them, what you did, what happened and what you found out.
- c. Invite a colleague to observe them using these strategies during the lesson.
- d. When you observe a lesson, record your observations. Did you see the strategy being used by the teacher?, On a score of 1-4 (with 4 being the highest), how well was it used? Make a note of what you saw that helped you decide on a score.

Instructions for session

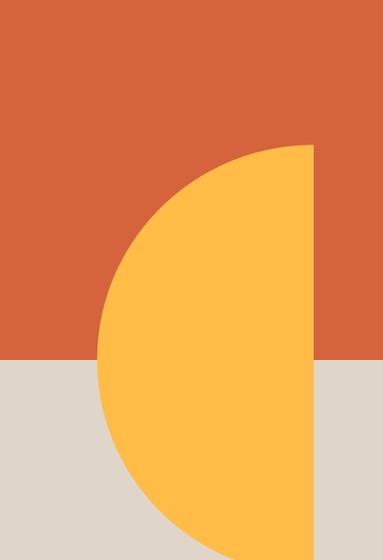


1. Explain that you are going to share a task for everyone to try before the next TLC on assessment. Show the task on the preprepared flipchart or on the board.
2. Discuss each step (a to d). Emphasise the importance of keeping notes so that they can share their experience in the next TLC.
3. Before wrapping up the session, make sure that everyone has identified a peer to observe them, as well as someone for them to observe. Keep a note of who has decided what to refer to in the next session. Also remind them that the session today is just the beginning. The next step is to try out what they have learnt in their classrooms.

Activity 6: Closing activity



1. To close the session, thank everyone for their participation today.
2. Make sure that the attendance record is completed.
3. Ask participants to complete a quick evaluation. Explain that you are going to make a statement about the TLC. If they agree with the statement, they should move to one side of the classroom. If they disagree with the statement, they should move to the other side of the classroom. Remind them that they can stand in the middle of the classroom if they are not sure. Indicate which side of the classroom for agree/disagree.
4. Now make the statement “I enjoyed this TLC”. Ask them to move. Observe the distribution and ask what they enjoyed.
5. Repeat this activity for the following statement: “I learnt something new in this TLC that I can try in my classroom”. Ask teachers to move. Observe the distribution and ask what they learnt.
6. If appropriate, invite the school principal to share closing remarks and to emphasise the importance of completing the task before the next TLC.



Facilitator Guide for Teacher Learning Circle 2: Assessing Student Learning



TLC 2 Activities

Teacher Learning Circle 2

Theme: Deepen understanding of learning assessment

Duration: 3 hours

Agenda

Activity	Suggested duration
Reflection on task set in TLC 1	Variable time
Quizzes - Another useful formative assessment strategy	45-60 minutes
Challenges and solutions	60 minutes
Closing activity	20-30 minutes

TLC 2 Activities

Activity 1: Reflection on task set in TLC 1



Variable time depending on reports from colleagues

Preparation

Try to find out in advance of the TLC if colleagues have tried using the three assessment practices shared at the end of the first TLC. This will help with planning the session and you can remind them to bring their notes.

If colleagues have not tried to use the assessment practices, discuss this with other school leaders and plan action to emphasise the importance of full participation in school-based CPD by all teachers.

Instructions



1. Welcome colleagues to this second TLC.
2. Remind colleagues about the intended Learning outcomes for school-based CPD this term. See 'About this Facilitator Guide' section (page 3).
3. Remind them about the task shared with them at the end of the first TLC. They were asked to use three assessment practices (below) and to keep a note of what they did and what happened.
 - a. The teacher uses questions, prompts or other strategies to determine students' level of understanding.
 - b. The teacher monitors most students during independent/group work.
 - c. The teacher provides specific comments or prompts that help clarify student misunderstandings.
4. Facilitate feedback and discussion between colleagues. You could invite colleagues to feedback one by one and have a discussion after each report, or you could invite all colleagues to feedback and then have a discussion. If you have a large group of teachers in the TLC (more than 15) break into two groups for the feedback and discussion. Remind participants that this is a safe space, and they should feel free to speak openly and honestly about their experiences. Listen with interest and be respectful of other people's contributions. Keep an eye on time and ensure people don't speak for too long or go off topic.

5. Use the following questions and prompts to stimulate discussion:

- Which practices did you try?
- What did you do?
- What questions did you ask to find out about student learning?
- When did you ask the questions (at the start, during or at the end of the lesson)?
- Did you find it easy or difficult to use these three practices? Why?
- When you use these practices again, what will you do differently?

6. Conclude the session by discussing the following information:

The three assessment strategies are part of effective teaching. Good teachers are constantly assessing learning so that they can adjust their approach and teach at the appropriate level. This kind of assessment (assessment for learning) is called formative assessment. Other examples of formative assessment include giving a short quiz or giving an assignment for homework to demonstrate what they know and understand. The quiz and the assignment both provide information that helps the teacher decide what to do next to support student learning.

Colleagues may also have heard about summative assessment. Summative assessment is done at the end of a unit of instruction, for example at the end of a topic or at the end of a term or year. It looks back and determines what students have achieved over a period and results might be used to award a final score or grade.

Activity 2: Quizzes - Another useful formative assessment strategy



45-60 minutes

Resources

- Flipchart/blackboard and chalk/markers.
- Copies of [Lesson Plans for JSS Language Arts \(JSS 1 Term 2\)](#)

Preparation

Make a flipchart with the example quiz as follows. Or prepare it on the board.

Quick Quiz

1. Underline the adjectives of quality in the following sentence:

"I need some juicy mangoes but only the fresh ones please!"

2. Is the following sentence correct?

"How much paper do you need?"

3. Complete this sentence with either 'how many' or 'how much'?

_____ pieces of paper do you need?

4. What kind of words use 'how much'?

5. Write a sentence that uses three adjectives of quality.

This activity uses the [Lesson Plans for JSS Language Arts \(JSS 1 Term 2\)](#)⁵. Make sure you have several copies ready to refer to during the activity.

⁵ <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2021/12/lesson-plans-for-jss-1-language-arts-term-2.pdf>

Instructions



1. Divide participants into small groups or pairs for this activity.
2. Explain that another formative assessment strategy is a quiz or short test.

A quiz can be useful because it generates information from all students, and it helps teachers identify trends in learning. For example, the teacher might see that many students are struggling with the same concept and decide to spend more time on it in the next lesson, or they might give extra practice for homework.

3. Ask colleagues to look at the two English lessons for JSS 1 Term 2 from pages 63 to 66 (L-07-082 and L-07-082) in the Lesson Plan Manuals). Explain that they are going to make a short quiz (five or six questions) for students to take at the end of the lesson.
4. Before groups start work:
 - Draw attention to the objective(s) of the lesson and remind them that this is what the quiz should be testing.
 - Draw attention to the types of questions they can ask: A question such as “What is the name of a word that describes the quality of an object?” tests recall. A question that asks a student to identify adjectives of quality in a sentence or write a sentence using adjectives of quality tests the application of knowledge.
5. Tell teachers that they will have 15 minutes for this task. They should write their quiz questions on a flipchart or board.
6. After 15-20 minutes, stop this task and ask them to put their flip charts on the wall. Invite teachers to use the next five minutes to review each other’s work in a ‘gallery walk’. If they see questions that they think are good questions they should mark them with a tick.
7. Stop the gallery walk after five minutes.
8. Look to see which questions teachers have ticked and provide your feedback. Criteria for a good question include:
 - The question is relevant – it assesses student learning in relation to the learning objective.
 - The question tests the application of knowledge and/or skills or requires synthesis and analysis – not just recall.
 - The question is clearly articulated.
9. Share the example quiz on the board or flipchart. Give teachers time to read it and ask any questions they might have.
10. Conclude with the following information:

A quiz like this is a useful formative assessment strategy. It takes only a few minutes at the end of a lesson, and it provides information to help teachers plan instruction. It might also help students identify areas for improvement. A short quiz like this can also be marked in class. The teacher can call out the answers and students can self-mark. Or they can swap books with a partner and mark each other’s work. Students might cheat at first but when this becomes a familiar way of working, they will mark themselves honestly because they realise the results are to help them improve.

Activity 3: Challenges and solutions



60 minutes

Resources

- Flipchart/blackboard and chalk/markers

Preparation

Prepare a flip chart showing the three following challenges or write them on the board.

Three challenges to assessing student learning as part of teaching:

- I have too many students in my class. I can't possibly know about the progress of all of them.
- We must get through the curriculum before the end of year exams or I will face challenges with the Principal, parents and the inspector. If students in my class don't understand something, there is no time to repeat lessons or teach them a different way.
- I'm happy to make learning assessment part of my teaching but what do I do if just a few students don't understand something? I'd like to help them, but I can't hold back the whole class.

Prepare three flip charts with possible solutions to each challenge or print copies.

Possible solutions to Challenge A

- In a class of 40 or more students, assess a small but representative sample of students. Some who you think will be struggling with the task, some who you think won't have any difficulties and some who are in the middle. Between 5 and 10 in a class of more than 50 students. The small sample will likely be representative of the whole class.
- Accept that you cannot assess all students but make sure that you assess all students at least once a month.
- Sometimes use assessment strategies like a quick quiz which can easily be administered to all students.

Possible solutions to Challenge B

- Identify topics you can cover quickly (or assigned as homework) so that you have more time to spend on difficult topics in class.
- Discuss the situation with school leaders and parents to get their support to cover some of the curriculum effectively, rather than all the curriculum ineffectively.

Possible solutions to Challenge C

- When you give students individual work in class, give them more than the minimum. Then, if some students finish the minimum, there is more for them to do, and you can work with the others to catch up. Note that this is what is happening today: every group have to discuss one challenge and if they finish, they can move to the next challenge.
- Ask students who struggled in a lesson to stay back for 5-10 minutes after school so you can go through their work with them and give them extra practice to do for homework.
- Often, students who are struggling are struggling with the same misunderstanding. Bring them together and sit with them so you can provide close support with the task while the rest of the class continue without your support.

Instructions



1. Divide teachers into six groups.
2. Explain that teachers all over the world face challenges doing learning assessment in the classroom. Show the most common challenges (from "Preparation" section above) on the pre-prepared flipchart chart or on the board.
3. Assign two groups to challenge A, two groups to challenge B and two groups to challenge C.
4. Ask them to work in their groups to think about the advice and strategies they would suggest to teachers facing the particular challenge. One person in the group should make a note of what they decide and be ready to report back. Explain that they have 15 minutes for this task. If they finish before then, they can think about another challenge.
5. Stop groups after 15 minutes and invite the spokesperson from one group to report back on the advice they would give to a teacher facing challenge A. Invite the second group that discussed this challenge to add anything the first group did not cover. Repeat for challenges B and C. Listen carefully to responses and invite questions after all the groups have had an opportunity to report back.
6. Now show the pre-prepared list of possible solutions. Or you can read them out. Invite questions. Note that they are not the only solutions, and they are not perfect solutions. They are suggestions that teachers can try.

Activity 4: Closing activity



20-30 minutes



1. Review the intended outcomes of the TLC:

- Explain at least three important assessment strategies
- Give examples of how they use the three assessment strategies in their classrooms
- Reflect on their learning about assessment and identify ways they can use it to enhance teaching and learning.

Discuss: Do colleagues think they have been achieved? Why?



2. Ask colleagues to complete a quick evaluation of the TLC. Ask them to draw a simple table on a piece of A4 paper – like this:

Make sure they have drawn the icons in each box.

3. Share the following instructions:

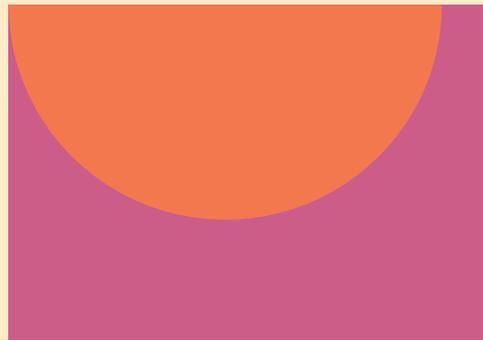
- In the square with the lightbulb, write one thing they learnt at the TLC.
- In the square with the smiley face, write one thing they liked about the TLC.
- In the square with the question mark, write one thing you would like to learn more about.
- In the square with the upward arrow, write one thing you are going to try in your classroom.

4. Remind them that professional development is about improving classroom practice. Encourage colleagues to continue trying these new assessment techniques in their classroom. They may not always work first time, but they can adjust and try again. Some things take time. They should also continue sharing their experiences with other teachers and asking for their help and advice.

5. Make sure that the attendance record has been completed.

6. Thank colleagues for participating in the TLC.

7. Invite closing remarks from school leaders as appropriate.



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Module 2: Assessing Student Learning

