

Unit 6: Assessment and Evaluation of Teaching and Learning Standards

AIM

The aim of this unit is to enable the inspectors to make valid judgements on the quality of teaching, quality of learning and standards of attainment of the learners.

LEARNING OUTCOMES

By the end of the unit inspectors will be able to:

- use lesson observation to assess the quality of teaching and learning processes
- use examination results as an assessment instrument
- use the different assessment techniques to establish the standards of teaching and attainment level of learners
- use assessment as an instrument of feedback to the system
- use record-keeping to assess how well the teacher is performing.

CONTENT SUMMARY

- 6.1 Lesson Observation
- 6.2 Examinations
- 6.3 Assessment Techniques
- 6.4 Record Keeping
- 6.5 Feedback

LEARNING EXPERIENCES

6.1 LESSON OBSERVATION

Key Information

In a lesson observation inspectors should define clearly the aims, objectives and the focus of the observation. Generally, there are two types of lesson or classroom observation reports that inspectors can write, namely: narrative and structured. The narrative approach uses both passive and active forms whereas the structured approach uses passive.

Narrative approach: Virtually every event and activity that occurs is recorded. There is a strong subjectivity in the approach.

Structured approach: This is where an observer's attention is limited to a pre-determined set of behaviours listed on the recording instrument. See the SADC Teacher Observation Form.

Activity 6a

In small groups, list and discuss any other lesson observation approaches that you know.

Activity 6b

You are going to conduct a lesson observation. Using a structured approach (form) outline the aims and objectives of your observations. Decide what aspects of the lesson you will focus on. Present your findings to the group.

Trainer's Note: See Unit 3 of Module 1 for more information on classroom observation.

6.2 EXAMINATIONS

Key Information

Examinations are instruments used to assess what learners know, understand and can do in order to improve the teaching and learning in the classroom. They are used to focus on encouraging and recording achievements in a system.

They achieve this by focusing among others on:

- outcomes in the core subjects and evidence of sound progress
- results and other accreditations and evidence of attainment in all subjects
- standards achieved by the learners.

When analysing examination records, the inspectors should make judgements based on the extent to which:

- the attainment of learners meets or exceeds national standards
- the school sustains high levels of attainment or improvement
- the learning and teaching processes comprehensively cover the curriculum, and
- the quality of teaching contributes to learner attainment and progress.

Activity 6c

Case Study

SADC High School

Examination Results 1996

In 1996, a total of 124 students sat for their 'A' level examinations in 13 subjects. Below is a table of analysis of examination results. Study it carefully and complete the exercise that follows.

ANALYSIS OF 'A' LEVEL RESULTS: 1996: SCHOOL CANDIDATES ONLY, SADC HIGH SCHOOL

Subjects	Total No. of Candidates Entered	A	B	C	D	E	O	F	Total No. of CNDs with Es or Better	% Pass Rate
English Lit.	26	0	0	1	15	9	1	0		96.2
Sesotho	28	7	12	4	5	0	0	0		100
Divinity	23	4	5	6	3	4	1	0		95.7
History	20	2	2	3	10	3	2	2		83.3
Geography	85	7	10	16	17	17	14	4		78.8
Economics	32	0	2	4	8	8	11	1		62.5
Physics	17	0	4	9	1	1	4	0		76.5
Chemistry	34	1	7	8	9	5	6	1		79.5
Biology	26	1	9	2	5	6	4	1		80.8
Maths	51	9	9	7	9	8	12	0		77.7
Add. Maths										
Ndebele	4	1	1	0	2	0	0	0		100
Man. of Business	33	3	2	2	7	3	10	2		63.6
Accounting	29	3	2	2	7	3	10	2		58.6

Total number of candidates entered = 124

Total number of candidates with Es or better = 110

Percentage pass rate =

Look at the above table and =

- find out what the overall percentage pass rate was
- indicate how many students passed per subject.
- with the above information, what are your general conclusions on the performance of the school?

Note: Depending on the assessment structures in your country, interpret the given guides as (A = outstanding) and (F = Fail) for this activity

6.3 ASSESSMENT TECHNIQUES

Key Information

There are two main types of assessment techniques. These are: summative and formative.

- Formative assessment is used to identify and remedy problems during the teaching and learning process.
- Summative assessment usually assesses the work, or progress by the end of the year

Assessment is therefore used as an overall measure of attainment and progress made by the learners, indicating their strengths and weaknesses in the different competencies in different subjects. When inspectors carry out assessment, they should determine

factors that account for effective and ineffective teaching as well as the extent to which teaching promotes the learning of all learners, paying particular attention to any learner in the class who may still need additional help.

Activity 6d

Using the above definition of formative assessment, in groups discuss what documents or resources you will need when observing a lesson with the aim of assisting the teacher to develop remedial activities for the slow learners.

6.4 RECORD KEEPING

Key Information

Record keeping is an essential part of assessment in the sense that it helps us to monitor the progress of individual learners and to plan for each learner's needs.

Some of the reasons why it is essential to keep assessment records, include among others:

- (a) to monitor progress and plan ahead
- (b) to inform other stakeholders on learner performance
- (c) to demonstrate that these purposes are being properly pursued

Generally, records are kept as an indication that statutory responsibilities have been undertaken. These may include the delivery of the National Curriculum and the monitoring of the learner's progress through the framework of targets, set throughout the school.

Activity 6e

In small groups, identify and discuss the different assessment records kept by a teacher. Relate your discussion to the key information above.

6.5 FEEDBACK

Key Information

Feedback is a process of providing information to different stakeholders after an observation or visit to a school. The information should be simple, concise, meaningful and helpful to the teacher, the learner, the parent and the system as a whole. If feedback being provided is on the learner, information offered should be based on sound procedures to reflect the whole person in so far as that is possible.

Activity 6f

Using the observation format attached observe a lesson and provide feedback. The feedback should be in two forms:

- (a) oral feedback to the teacher immediately after the lesson
- (b) written feedback (report) to the school.

SADC TEACHER OBSERVATION FORM

SCHOOL: TEACHER: REG. NO:						
SUBJECT: CLASS: ENROLEMENT:						
DATE:						
RATING: U=Unacceptable S=Satisfactory G=Good O=Outstanding						
Lesson Observation	U	W	S	G	O	Comments
1. PERSONAL AND PROFESSIONAL PRESENTATION (a) Appearance (b) Punctuality (c) Voice 2. PREPARATION (a) Appropriate objective (b) Teaching/Learning Aids (c) Management of books 3. ORGANISATION AND STRUCTURE OF LESSON (a) Introduction (b) Development (c) Consolidation (d) Conclusion 4. KNOWLEDGE OF SUBJECT MATTER (a) Accuracy (b) Level and relevacy of materials (c) Logical presentation 5. VARIETY AND APPROPRIATENESS OF ACTIVITIES (a) Questioning technique (b) Individual (c) Group (d) Whole class activities 6. PUPIL INVOLVEMENT (a) Teacher pupil rapport (b) Pupil display of interest (c) Sustained purposeful activities 7. ATTENTION TO INDIVIDUALS (a) Ability to cope with individuals (b) Remedial teaching (c) Allows time for individual attention						

8. RESOURCES (a) Nature of resources (b) Variety (c) Use 9. CLASS MANAGEMENT (a) Class control 10. STANDARD PUPIL WORK (a) Homework 11. EVIDENCE THAT THE LESSON IS WITHIN A PLANNED PROGRAMME (a) Syllabus (b) Schemes of work (c) Lesson plan (d) Time table						
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REFLECTION

Having gone through the unit, take a moment to reflect on the content and the usefulness of the information. In what ways will you change your approach to the assessment of teaching and learning standards?

5. Teacher Observation Form

1. Name of School _____ 2. Name of Teacher _____ 3. Class _____ 4. Subject _____ Date: _____

Pre-lesson Conference			
1. Subject of Lesson			
2. Preparation (Comment On..) Notes/Diagrams/Charts Apparatus/Audio Visual Materials Questions to be Asked Tasks/Problems/Tests		6. Teaching Aids Quality of How Relevant How Used	
3. Presentation of Lesson Introductory Stage/Development Conclusion/Evaluation Nature and Degree of Student Involvement		7. Relations with Students Use of Names/Encouragement Response of Students Fairness to Students	
4. Questioning Frequency/Sampling By Teacher/Student		8. Manner/Voice Confidence/Enthusiasm Use of Voice/Command of Lang.	
5. Types of Activities Group/Pair Work/Oral/Written Work		9. Evaluation Procedures Types of Effectiveness	
10. Strengths and Weaknesses			
Post-lesson Conference			
General Comment			

Source: Ministry of Education and Manpower Development, Lesotho

REFERENCES

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Ministry of Education (1996) *Grade Seven Results Analysis, Midlands Region*, Zimbabwe

Sutton, R (1991) *Assessment: A Framework for Teachers*, Routledge, London