

THE KENYA NATIONAL EXAMINATIONS COUNCIL

TYPES OF ASSESSMENTS





What is assessment?

Assessment

This is the purposeful and systematic process of **gathering credible information** from multiple sources **to make decisions on what a learner has acquired, what he/she can do with what they have learnt.**



**How do we
gather
credible
information?**

Develop valid assessment tool/test
(set and moderate)

Administering the test to learners
following laid down procedures

Marking and awarding credible scores
(*measurement*)

Grading and making decisions based
on the performance (*evaluation*)



Activity 1

- 1. Why is assessment important in education?**
- 2. Why is it essential to assess students at the senior school level?**

5 minutes discussion, present findings



General Purposes of Assessments

- Assessments are conducted at different stages of education and their results are used for various purposes such as:
 - ❖ Improvement of learning through;
 - evaluation of curriculum efficiency, and
 - effectiveness of instructions in learning institutions;
 - Establishing what a learner knows, has learned, needs to learn, and can do.
 - ❖ Monitor progress and provide immediate feedback.
 - ❖ Grading and classification of learner's achievements
 - ❖ Placements/selection for admission to higher classes
 - ❖ To offer scholarship
 - ❖ To inform policy formulation and necessary intervention.
 - ❖ Certification



Purpose of Assessment at Senior School

To assess learners' acquisition of learning outcomes and competencies outlined in the Basic Education Curriculum Framework (BECF).

- Improvement of learning through;
 - evaluation of curriculum efficiency, and
 - effectiveness of instructions in learning institutions;
 - Establishing what a learner knows, has learned, needs to learn, and can do.
- Monitor progress and provide immediate feedback.
- For certification- KCBE



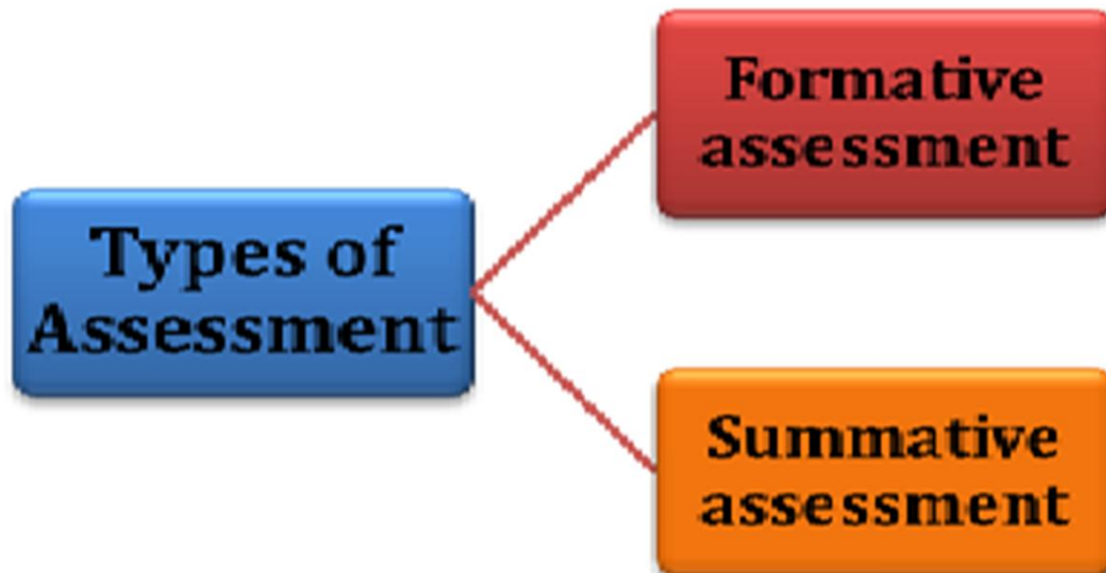
Activity 2

- 1. Explore different types of assessment under CBA, citing examples in each case?**

5 minutes, present findings



Types of Assessments



Formative Assessment

- Assessment **for** learning
- Assessment **as** learning

Summative Assessment

- Assessment **of** Learning



Types of Assessment

Formative Assessment

- a process of continuously evaluating the learners' competencies during learning process.
- The forms of assessments under this category include assessment **for** learning and assessment **as** learning



1.(a) Assessment for Learning

- It enables the teacher to pitch the instruction appropriately and to also modify instructional pedagogy.
- Formative assessment can be conducted through **classroom** and **school-based assessment**.

(b) Assessment as Learning

Involves learners evaluating their work against learning outcomes as **individuals** or **peers**.



Self-assessment

- Ability of a learner to identify strengths and weaknesses in their own performance.
- Requires learners and teachers to understand task expectations, compare their performance with the criteria/expectations.

Peer assessment

- Learners critique each other's work
- Identify strengths and weaknesses in their performance and act as scaffolds for peers



2. Summative Assessment

- ❑ Conducted at the end of a course of study or planned period of instruction to evaluate to what extent learning outcomes have been achieved
- ❑ Assessments **of** learning
- ❑ Informs placement, transition, promotion, Certification among other critical decisions

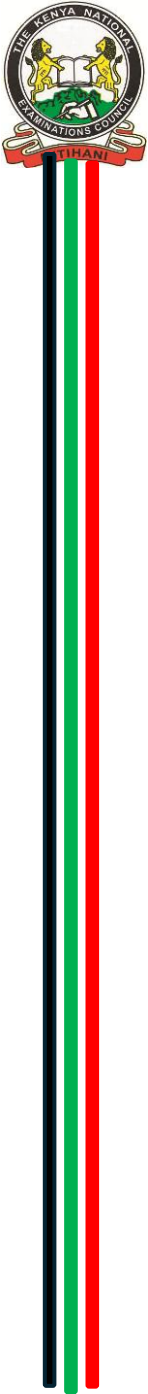
Examples KCSE, KPSEA, **KJSEA** , KFLEA, KILEA



Assessment Methods Vs Assessment tools

Assessment Methods	Assessment Tools
The overall approach or strategy used to evaluate learning.	The specific instruments or techniques used to carry out the assessment method.
Describes how assessment is conducted.	Describes what is used to collect evidence of learning.
Observation, self-assessment, peer assessment, written test, project work, oral questioning, performance,	Rubrics, checklists, quizzes, questionnaires, portfolios, observation schedules, digital tools.

Analogy: Method is like a recipe – the plan for cooking; while tools are like the utensils – the instruments used to cook.



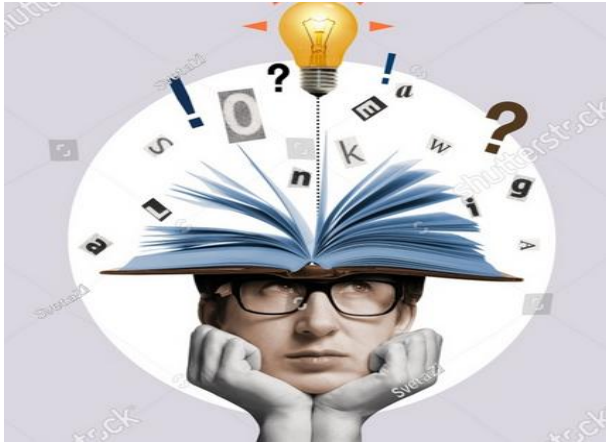
AUTHENTIC ASSESSMENT

Learners perform **real-world tasks**
that demonstrate meaningful
application of knowledge and skills

Focus: assess high order thinking skills.



CHARACTERISTICS OF HIGH ORDER THINKING ASSESSMENT TASKS



- **Stimulus:** Extensively use stimuli to induce inference skills and critical reasoning.
- **Multiple layers of thought:** combines cognitive domain for greater impact
- **Unfamiliar context:** forces learners to think and not merely recall what id learnt in class
- **Rea life situation:** challenges learners to use learning from various disciplines to solve.
- **Non-repetitive :** even HOTS can be memorized if set repeatedly.



Types of Authentic Tasks

Constructed-Response
Tasks

Creating a product

Performance Tasks



Constructed-Response Tasks

Learners are expected to give responses which show mastery of the knowledge and skills learnt.





Steps for Developing Constructed-Response Tasks

Step 1: Identify the Learning Outcome : Learning outcomes communicate what A learner should be able to do and what skills they should develop during teaching & learning

Step 2: Study the Learning Experiences

Step 3: Decide on the type of task: Low-order thinking skills or High-order thinking skills, structured or MCQs.

Step 4: Construct the task: clear and free from ambiguities, accessible to learners in terms of language & demands of the task, with appropriate context

Step 5: Develop the scoring guide/marking scheme: provide correct responses

Step 6: moderate the task: let someone check it



Integrated Science

Pressure exerted by an object depends on the area on which the force is acting. The pictures below show types of shoes.



- a) Identify the type of shoes that would be suitable for walking on a sandy ground.
- b) Explain your answer in (a)

Grade 10 Physics

John noticed that a toy he made for his little brother always stands back up after being tilted. Describe the features of the toy's design that help it return to its upright position.



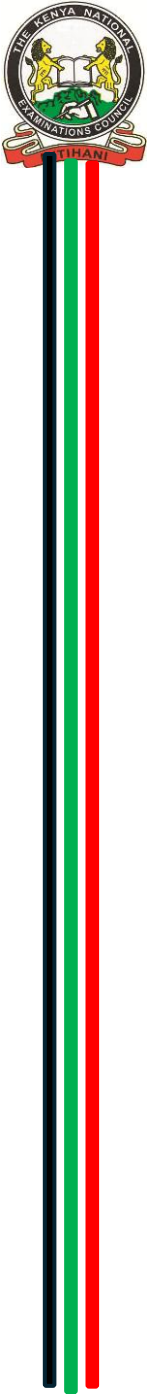
ACTIVITY

Theatre And Film

Grade 10

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creating	1.2 Play Writing (25 lessons) <ul style="list-style-type: none">elements of play writing (<i>story, plot, character, dramatic style, setting, dialogue, dramatic action</i>)elements of a plot (<i>exposition, rising action, climax, falling action and resolution</i>)	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none">a) describe the elements of play writing,b) write a three-act structure play based on a Pertinent and Contemporary Issue,c) develop a story outline for a community engagement, addressing a Pertinent and Contemporary Issue,d) acknowledge the value of artistic creation in addressing societal issues.	The learner is guided to: <ul style="list-style-type: none">read scripts to identify and discuss the elements of play writing (story, plot, character, dramatic style, setting, dialogue, dramatic action),discuss the format, description of parts of a play and what constitutes a three act structure,watch live or recorded plays to identify a three-act structure,research to identify a theme based on Pertinent and Contemporary Issues for (consider road safety issues such as; Risk Awareness and Management on Road Users, Regulations Governing Road safety, Prevention and Management on Road Use among other issues),	<ol style="list-style-type: none">Why is Theatre important in Community Engagement?How does a playwright creatively employ elements of writing a script in theatre?

In Groups of up to 5 members, use the curriculum extract above to develop constructed authentic tasks

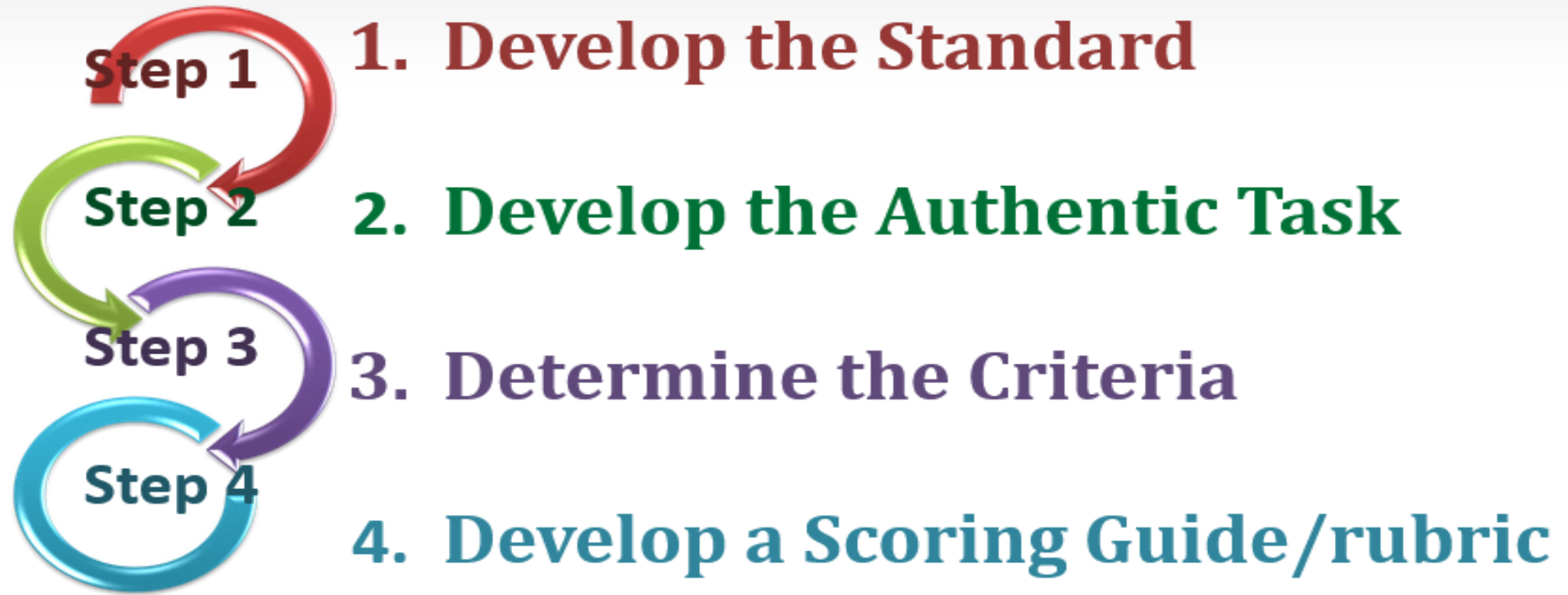


Steps for Developing Performance and Creating Product Tasks

Learners use knowledge and skills learnt to create a new or improved product or to perform tasks.



DEVELOPING AUTHENTIC ASSESSMENT





STEP 1: Develop the Standards



Standards are statements of what a learner **can do**.



They are derived from specific learning outcomes.



They should be observable and measurable.

Activity: Use the Designs to develop standards



STEP 2: Develop the Authentic Task

Decide on the concepts or skills to assess and how you would want the learners demonstrate their knowledge and skills.



Design tasks that will demonstrate that a learner is capable of meeting the set standards.



The task should focus on specific learning outcomes, core competencies and values



The task be contextualized to bring out real -world scenarios





STEP 3: Determine the Criteria

- **Criteria:** Describes knowledge, skills and attitudes that one is looking for.
 - a) Should be clearly stated.
 - b) Should be aligned to the standard.
 - c) Should be brief.
 - d) Should be free of ambiguity



STEP 4: **Develop** **a Scoring** **Guide**

How well did the learner perform?

To answer this question, develop a Scoring Guide/marking scheme/Rubrics.

- Decide on the appropriate scoring guide for use e.g analytic/ holistic rubric, marking scheme, observation schedule, check list etc.
- Descriptors should be clear to identify individual learner's level of performance.
- When rubrics are used, the levels of performance and the descriptors should discriminate learners according to their abilities.
- The scoring guide should provide for alternative responses, without biasness.



Activity

In your subject groups, use a curriculum design to develop one authentic task where students perform a real-world task or create a product. Develop a scoring guide that clearly shows how their work will be assessed.





THANK YOU