TAJIKISTAN
RUSSIA EDUCATION AID FOR DEVELOPMENT (READ)
TRUST FUND
Development of Classroom Assessment Package for
Primary Grades

Module 4. Learning Assessment

(Trainer’s Guide)
Module 4. Learning assessment

Learning outcomes

After successful completion of this training module candidates will be able to:

- understand the uses of the learning assessment instrument as a source of pupil data to evidence [i] pupil learning and learning progression and [ii] teaching effectiveness
- be familiarised with and understand the structure and components of the learning assessment instrument
- conceptualise, develop and draft learning assessments for Grades 1, 2, 3 and 4 pupils
- work from models supplied to learn how to analyse data collected from the use of the instrument
- share in discussion to explore how to use this data to improve student learning
- use learning assessment data for analysis of the effectiveness of the teaching experienced by the pupils.

Training resources

- Teacher’s Modules
- Flipcharts and markers
- Power point presentations (developed by the trainer) if the appropriate technologies are available
**Agenda**

Notes: This training program is planned for January 2019. The training is designed (at this stage) for pilot teachers who already experienced two rounds (baseline, midyear) of piloting of learning assessment instruments developed by local experts. Training will be conducted by LA developers, who will be trained as trainers.

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<th>Session objectives</th>
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<td>08:30 – 10:00</td>
<td>Session 1. Introduction: What is a ‘Learning assessment’?</td>
<td>• understand the uses of the learning assessment instrument as a source of pupil data for analysis to evidence [i] pupil learning and learning progression and [ii] teaching effectiveness</td>
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<td>Session 2. Introduction: learning assessment tools</td>
<td>• review and discuss set of learning assessment questions/tools for three key subjects: math, tajik language and nature</td>
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<td>12:00 – 13:00</td>
<td>Lunch Break</td>
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<td>13:00 – 14:30</td>
<td>Session 3. Learning Assessment Methodology &amp; Structure: Steps</td>
<td>• understand the structure and components of the learning assessment instrument</td>
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<td>14:30 – 14:40</td>
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<td>14:40 – 16:00</td>
<td>Session 4. Learning Assessment Methodology &amp; Structure: Steps</td>
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<th>Time</th>
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<tr>
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<td>08:30 – 10:00</td>
<td>Session 5. Development of learning assessment instruments</td>
<td>• develop and draft learning assessments for Grades 1, 2, 3 and 4 pupils; share and review all drafts jointly</td>
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<td>Break</td>
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<td>Session 6. Introduction of LA developed for grade 1-2-3-4</td>
<td>• develop and draft learning assessments for Grades 1, 2, 3 and 4 pupils share and review all drafts jointly</td>
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<td>13:00 – 14:30</td>
<td>Session 7. How to use data to improve student learning</td>
<td>work from models supplied to learn how to analyse data collected and discuss how to use this data to improve student learning</td>
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<td><strong>Break</strong></td>
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<td>Session 8. How to use learning assessment data for analysis of the effectiveness of the teaching experienced by the pupils</td>
<td>learn how use learning assessment data for analysis of the effectiveness of the teaching experienced by the pupils.</td>
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Day 1

Session 1. Introduction: What is a ‘Learning assessment’?

Duration: 90 minutes

Session learning objective:

- understand the uses of the learning assessment instrument as a source of pupil data for analysis to evidence [i] pupil learning and learning progression and [ii] teaching effectiveness

Activity 1. Sharing learning intentions/objectives – 10 minutes

Ask participants to read through the Agenda for the two days. Discuss with pairs what sessions are presented and what are the objectives that they will be achieving. Ask participants to select one or two objectives that they think is very important for their professional development. Ask how, when and why they have decided on these development objectives? Self-evaluation? External monitoring?

Activity 2. Think pair-share-square - 20 minutes

Trainer:

*How do you usually conduct periodic and summative assessment? What do you do before, during and after these assessments?*

Ask participants to think for a minute. Then share their thoughts with their partners. Discuss for two minutes. Pairs join another pair and discuss the question.

When participants finish discussion in groups of four. Start a whole group discussion/dialogue.

Example:

Trainer: Now you had chance to think over and discuss “*How do you usually conduct periodic and summative assessment? What do you do before, during and after these assessments?*” Can you share your ideas with the whole class?

Participant 1. I usually conduct 3 periodic and one summative assessment.

Participant 2. But I conduct all four summative and also take several tests and dictations.

Participant 3. I think not all of them summative

Try to encourage the participants to talk. Do not interrupt them with your own ideas. Instead encourage them by “*What about you Mr./Mrs do you also do the same or differently?*” or if there is a clarification is needed ask “*Could you please, clarify your statement?*

Guide the dialogue using the following questions

*Have you designed or developed an assessment instrument before? If yes, tell us about the process you used.*
What do you think you need to understand [perhaps in more detail or depth of understanding of micro details] about developing an assessment instrument?

Who has or could help you to improve in develop assessment instruments?

Why do you collect data? Give as many reasons, occasions or examples as you can.

How do you collect assessment data?

Do you analyse data or does someone else do the analysis for you?

How do you analyze data?

What do you use the data for after analysis?

Who has access to OR to whom do you submit the data?

**Activity 3. Presentation and discussion/dialogue – 40 minutes**

Present each slide and provide brief information and encourage discussion/dialogue among participants/

**Statement:** Learning Assessments are more informative than traditional test forms.

**Trainer:** Traditional tests or exams provide narrow information about students’ progress and mostly knowledge based information. Learning assessment provide wider range of information including knowledge, understanding, attitudes, learning styles, learning motivations etc. Learning assessments assesses far beyond just recalling back knowledge/information. Learning assessment data collected, processed and analyzed supply teachers with enough evidences to help students develop and adjust learning.

**Trainer:** What type of information you can get from tests? Can you please, share your thoughts?

Participants share their ideas regarding the statement

**Trainer:** Thanks. Let’s move to the next statement. Which is “Learning Assessments supply meaningful insights into how pupils are learning and how they are thinking”.

Let’s discuss! How assessment can supply meaningful insights into how pupils are learning? What about thinking?
Participants are encouraged to share their ideas. They can respond to each other’s ideas/answers. Trainer guides them using questions, such as: What about traditional tests? Is it possible to assess students thinking? How? Can you explain please?

**Trainer:** Thanks. Learning assessments do not just evaluate what students have mastered (in terms of knowledge/information) but how they developed own thinking. Learning assessments will be looking for range and depth of student’s learning.

Demonstrate next slide and ask a participant to read aloud the statement.

**Trainer:** You have been applying Competency based standards since 2016. Were you able to link your assessment with competencies? How? Can you share your experience?

Participants share their experiments. Encourage discussion using guided and additional questions, such as “Was it difficult? How did you manage that? Or still challenging? Can you share your challenges in matching competencies with assessment?

**Trainer:** Thanks for very interesting discussion. Learning assessment questions will be developed after a robust auditing of the list of competencies from the Primary Education Subject Standards that you are applying since 2016. During two days training, as we discussed at earlier stages of the session we will be learning how to develop learning assessment focusing on these competencies.

Let’s move to the next statement. Who can help me to read the statement? Please. Thanks.

A participant will read the statement from the slide “Learning Assessments provide a source of data for analysis to evidence pupils learning progressions” And trainer starts discussion.

**Trainer:** How do you think; what source of data you need to evidence pupils’ learning progression? Can you, please, share your ideas?

Participants share their ideas with the group. Join discussion, reflect on other’s ideas.

Guide the dialogue using additional questions, such as What types of data you collected before to evidence pupils learning progression? How do you think can you use that data with new competency based education? How? Can you name the range of data (information) you need for evidencing? How can you data that your collect or will be collected in the future? [We need these conversations to start the ‘trainee’ thinking about the LINK between the data they have collected/could collect in the future and the TEACHER USING THOSE DATA to ADJUST their planning for teaching to SUPPORT the learning needs identified by specific pupils.]
Trainer: Thanks. Let’s look at the next statements and discuss.

“Learning Assessments supply evidence of teaching quality and effectiveness of pupil learning.”

Traditionally, when we were assessing students we never thought of how students’ responses or outputs will provide evidence of teaching effectiveness OR quality. However, this new concept of learning assessment supplies evidences not only about progression of a student’s learning, but also about effectiveness and quality of teaching that the student has experienced. Frequently asked question is What should I adjust in my teaching to develop effectiveness of pupils learning? A Learning assessment instrument, because of the strands of concepts against which the questions are constructed, will provide teachers, students and other stakeholders with specific [micro] information on misconceptions and misunderstandings by the student of the concept being taught [and assessed].

Trainer: As stated earlier assessment should be integrated with teaching and learning through ongoing information supporting decision making in both teaching and learning process. Thus, this statement stresses this aspect.

How do you think how often you should use learning assessment during school year? Why?

Encourage participants to express their ideas of how often learning assessment should be used and for what purposes. Ask them to explain and suggest research designs to trial their ideas.

Trainer: Thanks for your active discussion. It is recommended that learning assessments should be at least administered three times during the schooling/academic year. However, teachers can design and use learning assessments whenever they feel they need to have specific information [evidence] on students learning progress in order to make effective adjustments to teaching and learning process.
Demonstrate the next slide and link it with the previous statement.

**Trainer:** This is very important aspect of learning assessment that will help teachers to define where their students after completion of the unit of learning. Of course, teachers will apply different formative assessment strategies and are constantly making themselves aware of the learning progression of every student. However, learning assessments supply teachers with the visible evidences. For example, after teaching of a unit on multiplying two digit numbers, teacher may wish to assess students learning progression of this particular learning strand, they may need to design learning assessment questions which replicate the learning steps that a student will have taken to ‘master’ the concept of multiplying two-digit numbers, administer the assessment item[s] – deciding whether to administer to one individual, 2 individuals or a small group of ‘ready to be assessed’ students - , analyze data [of student outcomes, student oral responses or comments and written notes or ‘clues’ that the student will have left on their assessment script] to derive evidence of how well the student is understanding the concept and then too make appropriate adjustments to teaching to support those misconceptions [of the multiplication of two digit numbers] matched appropriately to a student’s learning style and learning behaviour [learning behaviour = how does the student tackle a learning task].

**Trainer:** Will you wait until the end of the second term to assess what the students learning in October? Why? Is that enabling the student to learn effectively? What do you usually do to judge whether your students are progressing or not? Can you share your experience? How do you then use the results? What benchmarks or levels do you used to place students?

Ask above questions and encourage participants to talk, respond and reflect each other’s answers.

**Trainer:** Compared to traditional testing learning assessment will supply you with more specific and eligible information that helps you to plan teaching [or the matched needs of a small group of students] and learning based on that specific student’s needs. The information will help you to define where are your students in their learning, their learning steps and their learning progression, to plan and use appropriate teaching and learning strategies. For example, if learning assessment will supply you with evidences that five of your students after the learning course still are not able to define the “unknown” part of the math problem. The teacher can plan a specific guided group strategy to work with these children.

**Trainer:** Before demonstration of the next slide ask participants: What is the link between your students’ learning assessment outcomes and results and your professional skills?

Encourage participants to share their ideas and reflect on their peers’ responses.
Demonstrate the slide and tell teachers: teachers’ professional development needs are closely linked with the students’ outcomes and their learning behaviours in achieving those outcomes in an assessment situation. The learning assessments will demonstrate particular professional or conceptual development strands/areas that teachers need pedagogical or content training in. The student outcomes of the learning assessment can help teachers to conduct self-evaluation and define their needs, so they can apply for particular in-service training programs. These results also can help to frame teachers continues professional development (CPD) that is now being considered by the MOES and development partners.

**Trainer:** Demonstrate the next slide and remind teachers about how often and for what purpose they can develop and administer learning assessment.

*Teacher can develop and administer learning assessment to focus on or target evaluation of the specific learning of a concept [and the learning trajectory of the student in understanding and internalizing the concept] by an individual student or groups of students. For example, if after your recent use of a learning assessment instrument your analysis of the student outcomes or observations of the student learning behaviours identified that groups of students are in their confirmatory level for a specific learning objectives – your target would be to move the students to a higher level of understanding of the concept [exploratory items. ] As the result of this analysis, the teacher’s planning for teaching the concept had more clarity and s/he was able to focus on the higher level aspects of the concept. With the result that, those who were ready to assimilate the higher levels of the concept, at the next exposure to the learning assessment demonstrate their exploratory level (for this learning outcome). Also the teacher can plan supportive sessions for those who are still at the confirmatory, so that they too, at their own time and pace, will reach the exploratory success level.*
Trainer: Teachers need to use learning assessment throughout the schooling year not just for deriving evidences about students learning progress, but also for self-determining own professional needs. This is crucial due to challenges that may appear during teaching and learning where teachers may need professional support. The results of learning assessment that is shared with the wider education system, such as school methodological units, district education department will guide methodological (mentoring) support to be more specific and needs based for the teacher. Therefore, it is recommended that teachers and other educators will find learning assessments as opportunities to make adjustment not only in student teaching and learning, but in teachers’ professional development. As it was mentioned earlier, this is an opportunity to plan and frame teacher CPD.

Ask teacher and encourage them to discuss:

*Have you ever thought that some parts of teaching/learning program are difficult for you to plan, teach and assess? What types of reasons can you give for those difficulties? Have you sought and did you find any support? If yes, how? If no, what did you do?*

Encourage dialogue and guide discussion using additional on the spot questions.

Trainer: Demonstrate next slide and explain. As you see assessment is not a separate activity from the teaching and learning process. Learning assessment compared with traditional whole class, cohort or large group testing does not require to be at the certain time/period. Teachers are allowed to develop, administer and use the learning assessment results integrated with the teaching and learning process. Thus, the below diagram will demonstrate it visually:
**Trainer:** Before demonstration of the last slide ask teachers:

_Do you develop students’ profile reports? If yes, how? What do you look and report for? Can you explain your experience?_

Guide teachers to talk and discuss. Ask guided questions to keep the dialogue alive.

Thank teachers to the active discussion. You can use the results of learning assessment to develop a learning profile report for each individual student. It should be an active document, not an archive file – it should inform your specific planning, teaching and your ability to intervene to support learning for each student [at their appropriate pace and time]. You should be able to gather enough evidences to make appropriate timely decisions on adjusting teaching strategies, framing your professional development.

**Activity 4. Think and reflect – 10 minutes**

**Trainer:** Ask teacher think for a moment. Fill in the below self-evaluation table.

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<thead>
<tr>
<th>What did I learn that was new for me?</th>
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<tbody>
<tr>
<td>Did I find responds to all of my concern? If not, what is left?</td>
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<tr>
<td>Does these new knowledge requires me to adjust my way of teaching dramatically? If, yes, to what extend?</td>
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</table>
Activity 5. Wrap up

Trainer: As teacher to share their “Think and reflect” tables. Encourage teachers to discuss own and reflect upon others responds.

Thanks all teachers, ask them to have a short break. Tell them that there are more interesting waiting for them during next sessions.

Session 2. Introduction: Learning assessment tools
Duration: 90 minutes

Session learning objective:

• review and discuss set of learning assessment questions/tools for three key subjects: math, tajik language and nature

Activity 1. Warm up. – 15 minutes

Trainer: Divide the participants’ intro groups of five. Give each group two sets of tests (traditional knowledge based) and learning assessment instruments (approved samples as supplied by Professor B.Boyle and the team). Ask them to review both sets and compare them (find differences). [Are you going to supply them with a set of criteria to review against – or ask them AFTER they have had time, what criteria they used e.g. appropriateness, purpose, time, etc etc?]

When participants finish group discussion, ask them what criteria they used to compare both examples ask them to share their group criteria for comparison.

Ask guiding questions to encourage discussion and dialogue on group findings.

What are the differences between both sets? What do they assess? What information and evidences can you obtain by using these instruments? How they are developed and administrated? Which is easiest to construct? Why? Which sets provides more and comprehensive information about pupils learning progress? Why?

Activity 2a. Active analyses of the samples – 20 minutes

Trainer: Demonstrate slide 15. Ask teachers to discuss. Guiding questions:
1) Tell us what specific learning outcomes (competence) does this assessment question ask for?
2) What grade does this content is taught?
3) What does Q1a measure?
4) What does Q1b measure?
5) What are the differences between the two sub-questions [Q1a, Q1b]?
6) How do you think, if you use this question at the beginning of the school year in Grade 2, how many students will respond correctly Why? What is the basis for that opinion? What evidence do you have to support that opinion?

**Trainer:** Demonstrate slide 16. Ask teachers to review and tell what is different? What is missing from previous Q1? What sub-questions are added? What do they measure?

Pair participants and ask them to link the questions with the competencies (from the standards) and write what specific competence is measured by these assessment questions?

Also analyze sub-questions Q1b and Q1c looking for differences? What do they think? Which sub-question measure higher level? How they defined it?

**Activity 2b. Active group analyses of Learning assessment questions. – 10 minutes**

**Trainer:** introduce the following concepts:

- Structure of a Learning Assessment: These parts of questions (sub-items) then form progressive learning strands [trajectories of learning] within each Learning Objective
- Structure of a Learning Assessment: Each of these ‘strands’ of sub-items will supply evidence to ‘confirm’ or ‘explore’ the extent of each pupil’s understanding of the Learning Objective
- The Learning Assessment methodology with its ‘confirmatory’ and ‘exploratory’ structure and analysis of pupil information has optimum potential for the aims of reporting effectively on pupil performance (Include ONE example of Confirmatory and Exploratory structure from Professor Boyle’s supplied Questions for Maths or Language)

**Activity 3a. Active group analyses of Learning assessment questions. – 20 minutes**

**Trainer:** Divide the participants into groups of four (or five). Give each group a full set of Learning Assessment questions for one subject (Tajik language or math) and one grade. Ask them to work together and review the set and complete the following task:
1) Compare the set with the subject curriculum for this grade and subject
2) Define what question measures what competence/learning outcome
3) Define difference between sub-questions and determine the level (simple, higher order)
4) Ask trainee groups each to add appropriate items at confirmatory or exploratory levels [using the subject curriculum for focus] to increase the ‘demand’ [harder/easier] and to extend the Confirmatory – Exploratory task levels

**Trainer:** Ask for understanding of the tasks. You can ask a group to tell what they will be doing? Observe the work of groups. Guide and help as necessary.

**Activity 3b. Sharing ideas. – 20 minutes**

**Trainer:** Ask groups to present their work. What did they do? What did they discover? How helpful was the curriculum? What other information would have been useful for the task? Encourage short discussion after each presentation.

**For trainers:** Discuss this session with the expert. Make sure that you will be able to respond to any questions and comments that are shared by the participants.

### Session 3 Learning Assessment Methodology & Structure: Steps

**Duration:** 90 minutes

**Session learning objective:**
- understand the structure and components of the learning assessment instrument

**Preparation:** Trainers and administrators make sure that the participants have access (hard or digital copy) of the Primary Education Subject Standards (2017)

**Activity 1. Auditing learning objectives/competencies – 15 minutes**

**Trainer:** Ask teachers to form groups in accordance with the Grade they teach.

Explain the tasks for the groups:

1) Discuss with your peers/group members and decide what subject will you work on.
2) When you have decided on the subject for your grade, review the list of competencies and indicators (learning outcomes) for this particular grade and subject.
3) Discuss with the group and select those who wish to develop learning assessment question.
4) List the selected competencies (learning outcomes).
5) Discuss each selected competencies and make sure that all members have the same description of the competencies.

**Trainer:** Ask for understanding of the tasks. You can ask a group to tell what they will be doing? Make sure that all groups know what they will be doing. If necessary, ask a group to demonstrate and others to observe. Observe the work of groups. Guide and help as necessary.

**Activity 2. Question development (group work). - 50 minutes**

**Trainer:** Ask groups to continue working in the same grade groups. Tasks for groups:

1) Distribute to each member equal number of competencies
2) Individually (but in collaboration with other members, if needed) develop Learning Assessment questions and the components of the Questions [sub-items] for the given competencies. Remind them to refer to the examples they discussed during previous sessions. *Remind them of the structure of the Learning assessment These parts (sub-items) are ‘scaled’ in level of difficulty within the question (For example sub-item Q2a will be more accessible [‘easier’] than sub-item Q2d)* *(Example to be inserted from the sample questions supplied by Prof Boyle)*

3) After they develop first drafts, they present their questions and sub-items in scale [trajectory] to their groups. Discuss each questions and sub-questions (referring to the structure of the learning assessment)

4) Compile the structure of the Learning Assessment questions at Grade level groups after active discussions and feedback received from the trainer (other experts).

5) Rewrite the questions in the flipchart for presentation.

**Trainer:** Ask for understanding of the tasks.

**Activity 3. Presentation and discussion (Gallery Walk). - 25 minutes**

**Trainer:** Ask groups to define a presenter who will present the draft of learning assessment questions that they developed during the group work. Ask the presenters to hang their flipcharts on different corners of the classroom. Give 5 minutes for groups to visit other groups, listen to the presentations, comments and ask questions. After five minutes’ clap, so that the groups move to listen to another group. Continues this until each group reach own presenter.

**Session 4. Learning Assessment Methodology & Structure: Steps**

**Duration:** 90 minutes

**Session learning objective:**

- understand the structure and components of the learning assessment instrument

**Activity 1. Reflection and adjustments (group work continues) – 30 minutes.**

**Trainer:** Ask participants to sit with the same group as in session 3. Tasks for group work:

1) Presenter will reflect on (communicate) all feedback and comments they received from other groups during the Gallery Walk for their Learning Assessment questions and sub-questions.

2) Other members share their findings from other groups. Focus on: What they have learned & What was interesting and how they can adjust their questions and sub-questions. [IMPORTANT! here has to be an understanding that until these DRAFT questions have been pre-tested [even with small groups of students as a minimum, they are only DRAFTS – we need data to analyse to see if the trajectories [from Confirmatory to Exploratory – match the understanding of the curriculum concept [objective]]]

3) Start revising the questions and sub-questions.

**Trainer:** Ask for understanding of the tasks. You can ask a group to tell what they will be doing? Make sure that all groups know what they will be doing. If necessary, ask a group to demonstrate and others to observe. Observe the work of groups. Guide and help as necessary.

**Activity 2. Expert’s view. – 40 minutes**
Trainer: Act as an expert. Ask each group present their revised questions and sub-items. First ask if any participant has the comment of feedback.

Go through each questions and sub-item and comment, e.g. what does the group need to change in order to get specific and different level sub-questions.

NOTE: Teachers need data to confirm but this is a good exercise to get them to understand how a learning assessment ‘works’.

After each group, give 3 minutes to other groups to review and make adjustments to their questions and sub-questions after your feedback to the presented group.

Before the next group presents own learning assessment questions, ask them to tell the class what they have changed/adjusted after you gave them opportunities.

Activity 3. Wrap up and self-evaluation. – 20 minutes

Trainer: Organize a discussion/dialogue with the participants. Encourage them to express own ideas and reflect on other ideas as well. Use guiding questions, such as:

1) What did you learn today and how this was new for you?
2) How do you think, will you be able to develop learning assessment questions individually? Why yes? And why, no? Explain.
3) What questions and concerns to you still have? Can you share them?
4) …

Day 2:

Session 5. Development of learning assessment instruments

Duration: 90 minutes

Session learning objective:

• develop and draft learning assessments for Grades 1, 2, 3 and 4 pupils

Activity 1. Warm up – 5 minutes

Trainer: Start the session with reflection of what you did yesterday. What they remembered? What questions they still have?

- What you have learned?
- What do you need further support on? Collecting data and Data analysis. Error analysis of pupil scripts.
- How will you plan to start working on developing LA tools at your school level?

Activity 2a. Group work. Guiding principles. – 30 minutes

Trainer: Ask participants to work in groups of four or five. Give them the following tasks.

1) Discuss all steps in developing learning assessment questions.
2) Write each step and guides for each of them.
3) Write all outstanding issues – what do you not completely understand?

**What we did to develop learning assessment questions?**

To make the process easier, discuss one or two steps all together. Then ask them to work in groups and develop the guidelines (steps and descriptions)

**Activity 2b. Group work. Guiding principles checking. – 20 minutes**

**Trainer:** Ask groups to match their guidelines (steps) with those presented in Module 5 Unit 4. Do their guidelines match the recommended steps for development of the learning assessment questions? If, not, why? What do they think about usefulness of these guidelines/steps?

**Trainer:** Go through each step with the whole group and explain.


**Trainer:** Discuss with participants and decide of the grade and subject that you will develop a set of learning assessment questions and sub-questions.

- After you decided start auditing of the competences for that particular subject and grade. Select competencies that groups will develop sample set of learning assessment questions and sub-questions.
- Create jointly discussed and agreed list of competencies from the Primary Education Subject standards.
- Assign each group equal number (if possible) of the competencies.
- Ask groups to start development of learning assessment questions.
- Select a group as guided group and work with this group

**Trainer:** Give participants some time to break.

**Session 6. Introduction with LA developed for grade 1-2-3-4**

**Duration:** 90 minutes

**Session learning objective:**

- develop and draft learning assessments for Grades 1, 2, 3 and 4 pupils

**Activity 1. More development. Control practice (continued from session 5). – 30 minutes**

**Activity 2. Group work on review and preparing presentation of the tool. – 10 minutes**

**Trainer:** ask groups to review their works based on the below criteria and prepare presentations.

- Learning objectives to be assessed by your instrument
- Examples of question with its supplementary items
- The structure of Confirmatory and exploratory items

**Note:** Depends on number of parts it might be 3-4 groups assigned for one of the subject and one grade tool (group presentation or moving by circle with teaching group).
Activity 3. Presentation of the Learning Assessment Questions and sub-questions

**Trainer:** Give each group 10 minutes to present the results of their work. After each presentation ask groups to comment or ask questions. Join commenting of the groups works, make sure that your feedback and comments are heard and taken into consideration.

Activity 4. Wrap up of the session.

**Session 7. How to use data to improve student learning**
**Duration:** 90 minutes

**Session learning objective:**

- work from models supplied to learn how to analyse data collected and discuss how to use this data to improve student learning

**STEP 8:** This detailed analysis and reporting of pupil performance will effect improvement in learning through enabling teachers to have the information to adjust their planning for teaching.

**Session 8. How to use learning assessment data for analysis of the effectiveness of the teaching experienced by the pupils**
**Duration:** 90 minutes

**Session learning objective:**

- learn how use learning assessment data for analysis of the effectiveness of the teaching experienced by the pupils.

**STEP 9:** As a result, there will be more effective learner-centred teaching [learner-centred teaching: more effective matching of teaching to analysis of pupil learning needs and using teaching methodologies and strategies to differentiate teaching] with better learning outcomes from pupils.