



DAILY BULLETIN

ISSUE No. 2

WEDNESDAY 23RD AUGUST, 2023



MS. SUSAN DOUGLAS - CBE The Senior Schools Adviser, British Council and the CEO, The Eden Academy Trust.

In her position as Senior Adviser at the British Council, Susan provides sector expertise and advice to a wide number of educational programmes involving ministries of education, school leaders and teachers across approximately 40 countries in Asia, the Middle East and Africa. She has particular interest in leadership and professional development, and inclusion.

Her Keynote address *Capturing progress when things are hard to measure*, took the AEAA delegates through four main aspects: the role of good assessment, the principles of good assessment, assessing Core Skills and capturing the progress of pupils with complex needs.

She highlighted that when good assessments are done they not only inform teaching but also inform the monitoring of the education system performance as well as help in the identification of gaps for interventions. A well mapped assessment can help determine efficiency and educators can then know what to focus on for improving learning.

She noted that one of the reasons we find things difficult to measure is because we do not have a progression roadmap for measuring aspects such as core skills or core competencies. She expounded on the skill builder framework from a practitioners perspective and took the delegates through the principles it espouses.


The delegates were advised to *Keep it Simple* when starting to assess core skills/competencies. *Starting young* to develop the core competencies in learners and *keeping it going* was emphasised.

She argued that *measuring progress* of the learners acquisition of the core skills/competencies will ensure that it is taught with the due diligence.

As educators measure, they must ensure they focus tightly on what it is they are measuring. For this she highlighted that the building blocks in the skill builder framework are key in guiding the educators, parents, and assessors on what to assess and report on.

“Core skills/competencies are hard to measure as they may involve subjective judgements by the educators if there is no clear progression that guides the educators” she said.

She shared samples of how the subjectivity can be minimised and indicated that teaching of the core skills/competencies varies depending on the contexts one finds themselves in.



“Assessment of learners with special needs including the gifted and talented.”

Dr. Adunola Osoba of WAEC, Nigeria presented a paper on Assessment of Learners with Special Needs: Challenges and Way Forward. The paper investigated the assessment of learners with special needs in the West African Senior School Certificate Examination for school candidates (WASSCE (SC)), identified some challenges involved in the assessment of these candidates with a view of proffering the way forward.

The study adopted survey design involving Direct Observation (DO) and Key Informants Interview (KII). The population consisted of all the candidates with special needs who sat WASSCE (SC) 2022, their principals and teachers in the Southwest geopolitical zone of Nigeria. The sample consisted of 152 candidates with special needs, nine principals of the schools and 34 teachers that were purposively selected from schools that registered more than 10 special needs candidates. Interview schedule was developed and used to obtain in-depth information from the respondents. In addition, direct observation method was used.

The results showed that majority of the candidates had difficulties with short-term and long-term memory recall; there was also poor coverage of syllabus before the commencement of examination and, the time allocated to these candidates during the examination was not enough. The study recommends, among others, that the government should enact laws that will compel schools and other public spaces to provide ramps, slopes, and sidewalks for buildings to accommodate candidates with special needs.

“Problems affecting SNE students are multidimensional and therefore the solutions should also be multidimensional,” he said.

Managing the Effects of High Stakes National Gifted Examination to Ensure Equity and Fairness for Access into Federal Government Academy Suleja, Nigeria

By Prof. Dantani Ibrahim Wushishi and Dr. Innocent Uche Ezenwanne


The study examines the fairness of GE used for selecting 200 gifted pupils from thousands of applicants for admission in a fair process, the adverse effects of high-stakes tests and strategies for managing the effects.

The study adopted a descriptive research design to help test equity and fairness in the GE. Also, the study views test fairness in five folds of the Test Fairness Framework (TFF); access, administration, social consequences, validity, and absence of bias.

The sample for the study consisted of randomly selected responses from 1000 candidates from a population of 3151 gifted pupils in the GE and 243 respondents randomly selected from a population of 659 teachers and 42 supervisors in GE.

The study analysed data using descriptive statistics and IRT DIF statistics. The study's TFF results indicated that 2023 GE was fair to all candidates, including Nigeria's underrepresented and disadvantaged groups. It also revealed the negative effects of high-stakes tests and the strategies for managing them to ensure equity and fairness in testing.

The study presented far-reaching recommendations on strategies for managing the adverse effects of high-stakes assessment for ensuring equity and fairness.



“Managing the social and educational effects of high stakes assessment to ensure equity and fairness.”

**Assessing for Today and Tomorrow:
Implementation of Competency Based
Assessment in Kenya.**

Anne has a wealth of experience in guiding the designing of formative and summative assessments. She has coordinated training of teachers on Competency Based Assessment in Kenya. She is a member of the Education Expert Committee at the Kenya National Commission for UNESCO (KNATCOM).

As a lead speaker at the 39th AEAA conference, Anne shared with the delegates the Kenyan experience on assessment of the Competency Based Curriculum. She said understanding the learners and ways in which they learn is key for effective assessment to take place.

She elaborated on the Assessment shift taking place in Kenya such as embracing a balance of formative and summative assessments; School based assessments; authentic assessments; Integrated assessments; Inclusivity in assessments and reporting learner outcomes qualitatively. Challenges faced during the implementation of

Competency Based Assessment and ways of mitigating them were cited. A participant raised a concern that the use of standardized SBAs by KNEC could deny the teachers opportunities to effectively carryout assessment for learning. The presenter indicated that this is not intended to take up the role of teachers in formative assessment. Rather it builds the capacity of teachers to develop items that are comparable across schools and regions. However, in the long run, teachers will develop their items for SBAs and KNEC will provide access to an item writing portal and item bank where the teachers could join the communities of practice , develop and use the assessment items for formative assessment.

She addressed the issue of ICT challenges in the use of the CBA Portal and clarified that the assessment tools are available in three formats:- download from portal and print, learners accessing the tools directly on the tablet using their unique assessment number, and responding on the exercise books learners and learners who respond online.

In response to the question to what extent are the SBAs scores credible, the presenter informed the delegates that the type of assessment tasks given are open ended allowing for creativity, originality, and diversity among learners. In addition, KNEC monitors the conduct of SBA assessments to quality assure the process.



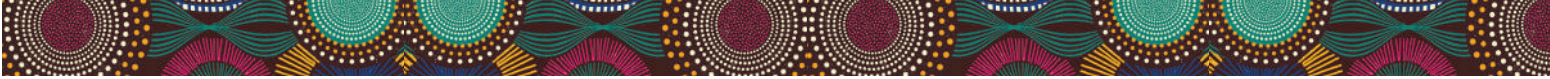
Ms. Anne Ngatia, Coordinator Competency Based Assessment, The Kenya National Examinations Council and the Kenya Focal Point for Regional Anglophone Africa Knowledge, Innovation and Exchange (KIX) Africa 19 Hub

We appreciate our sponsors

 STEPHEN AUSTIN EST 1768	 unicef for every child		 AQA Questions matter	 EDUCATE!	 A1SECURITYPRINT
---	--	---	---	---	--

A taste of our culture.





..... *Our heritage,*
OUR PRIDE



“Role of educational assessment data in informing teaching, learning and policy.”

The Director, UNESCO Institute for Statistics, Dr. Silvia Montoya was a lead presenter at the conference and presented on the topic **AMPL: an efficient and effective tool for strengthening national assessments systems.**

Here are some takeaway thoughts from her presentation.

Assessments provide high-quality learning data needed to guide policy making on: Who needs help among students? What kind of help do students need? Identifying areas of the curriculum that are having more difficulties in implementation and Identifying classroom and school level factors that hinder and foster learning outcomes.

Consequently, assessment program should:

- **Place** students reliably on a scale
- **Identify** key drivers to guide policies
- **Guide** instructional responses to improve learning outcomes
- **Track** outcomes over time to detect progress

Why standards matter: linking through common definitions - MPL and GPF

- The minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading) at a given age/grade measured through learning assessments

All participating countries have shown their full satisfaction of AMPL implementation so far. The exercise have greatly strengthen National Assessments system of each participating country. It has enhanced knowledge to do things rightly while conducting national assessment and contextualizing test items, audio clips and other manuals.

It has enhanced knowledge on item development / revision, test administration, data analysis and other areas of assessments by working with the technical partners and listening from other participating countries. The AMPL implementation also developed capacity on producing and reporting SDG4.1.1 indicator and prepared to participate in other international assessments

- **The Global Proficiency Framework (GPF)** provides internationally accepted definitions of reading and mathematics constructs.

The GPF defines **up to four Proficiency Levels** for each grade and domain to help **identify a learning transition and guide teaching and learning.**

Building the capacity of assessment practitioners, administrators, and educators is crucial for the successful implementation of the integrated assessment. Training programs and workshops can be conducted to enhance their understanding of assessment design, administration, data analysis, and interpretation. This capacity building ensures the sustainability of the assessment system and empowers stakeholders to effectively utilise assessment data for decision-making.

We appreciate our sponsors



“Leveraging ICT in assessment!”

Assessment of Nigerian pre-service teachers' 21st century skills acquisition and internet use

by Prof. Charity A. Okonkwo & Dr. Ijeoma J. Chikezie
(Correspondence Author)

The purpose of this study was to assess the Nigerian pre-service teachers 21st Century Skills and their internet use which are cogent potentials in leveraging ICT in assessment. In the study, different categories of the 21st century skills were assessed as predictors of internet use among pre-service teachers.

Predictive correlation research design using quantitative approach was adopted. Four research questions were posed and four hypotheses formulated. The population for this study consisted of pre-service teachers in tertiary institutions located in South-South and South-East geo-political zones of Nigeria.

A sample of 515 pre-service teachers was drawn using random sampling. The questionnaires were administered using both Google forms and manual administration. The hypotheses were tested at .05 alpha levels using regression analysis. The finding indicated that individually and collectively acquisition of components of 21st century skills significantly predicted internet use among pre-service teachers contributing 75.3% to the total variance ($R = 0.867$; $R^2 = 0.753$; $F(3,511) = 518.035$; $p = .000 < .05$). The β weights of the predictor variables are LIS ($\beta = 0.403$; $p < .05$); IMTS ($\beta = 0.398$; $p < .05$) and LCS ($\beta = 0.127$ $p > .05$) respectively.

Cogent recommendations were made for educators' preparation programmes on acquisition of the 21st century skill and leverage on internet use.

Based on the empirical evidence of the findings, the study concludes that LIS, IMTS, and life and career skills are significant predictor of internet use among Nigerian pre-service teachers. However, the strength of prediction for LCS was not significant.

The study recommends that:

1. Teacher educators should assess 21st -century skills acquisition of their pre-service teachers.
2. Government should adequately fund ICT projects for tertiary education and actualize effective internet connectivity.
3. Pre-service teachers should leverage the use of internet in acquisition of the 21st century skills which will help them meet the demands of the global economy.

“Role of educational assessment data in informing teaching, learning and policy.”

The Director, UNESCO Institute for Statistics, Dr. Silvia Montoya was a lead presenter at the conference and presented on the topic ***AMPL: an efficient and effective tool for strengthening national assessments systems.***

Here are some takeaway thoughts from her presentation.

Assessments provide high-quality learning data needed to guide policy making on: Who needs help among students? What kind of help do students need? Identifying areas of the curriculum that are having more difficulties in implementation and Identifying classroom and school level factors that hinder and foster learning outcomes.

Consequently, assessment program should:

- Place students reliably on a scale
- Identify key drivers to guide policies
- Guide instructional responses to improve learning outcomes
- Track outcomes over time to detect progress

Why standards matter: linking through common definitions - MPL and GPF

- The **minimum proficiency level (MPL)** is the benchmark of basic knowledge in a domain (mathematics, reading) at a given age/grade measured through learning assessments



All participating countries have shown their full satisfaction of AMPL implementation so far. The exercise have greatly strengthen National Assessments system of each participating country. It has enhanced knowledge to do things rightly while conducting national assessment and contextualizing test items, audio clips and other manuals. It has enhanced knowledge on item development / revision, test administration, data analysis and other areas of assessments by working with the technical partners and listening from other participating countries. The AMPL implementation also developed capacity on producing and reporting SDG4.1.1 indicator and prepared to participate in other international assessments

- The **Global Proficiency Framework (GPF)** provides internationally accepted definitions of reading and mathematics constructs.

The GPF defines **up to four Proficiency Levels** for each grade and domain to help identify a learning transition and guide teaching and learning.

Building the capacity of assessment practitioners, administrators, and educators is crucial for the successful implementation of the integrated assessment. Training programs and workshops can be conducted to enhance their understanding of assessment design, administration, data analysis, and interpretation. This capacity building ensures the sustainability of the assessment system and empowers stakeholders to effectively utilise assessment data for decision-making.

We appreciate our sponsors

