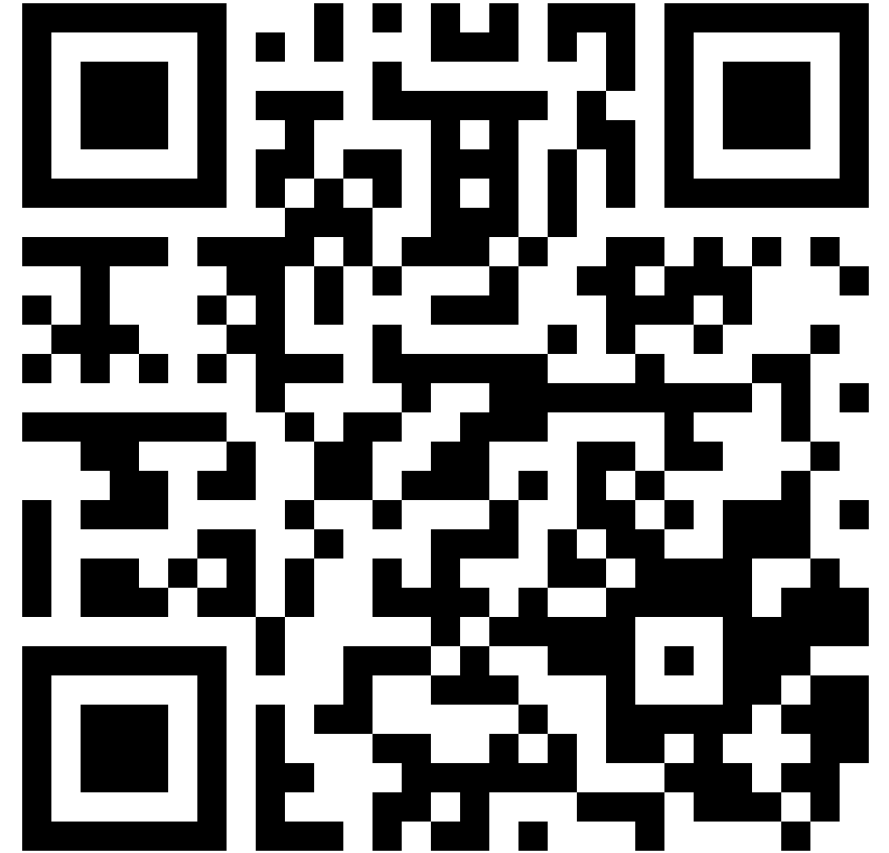


Supporting schools' and teachers' use of assessment to inform learning of all students

NEQMAP Topical case study

Issue 5, December 2023

**Supporting schools' and teachers'
use of assessment to inform
learning of all students**



Case studies and authors

1. Using the Progressive Achievement approach to develop data-informed schools

Marc Kralj
Prue Anderson
Greta Rollo

ACER

2. TaRL in Andhra Pradesh:
Using assessment for informed teaching-learning practices

Sahar Bazaz
Pratham Education Foundation

Pratham Education Foundation

3. Teachers' perceptions of the adoption of standards-based assessment and the use of learning data in Delhi

Ashtamurthy Killimangalam
Priyanka Sharma
Kripa Shankar Upadhyay
Anannya Chakraborty
Preeti Manchanda

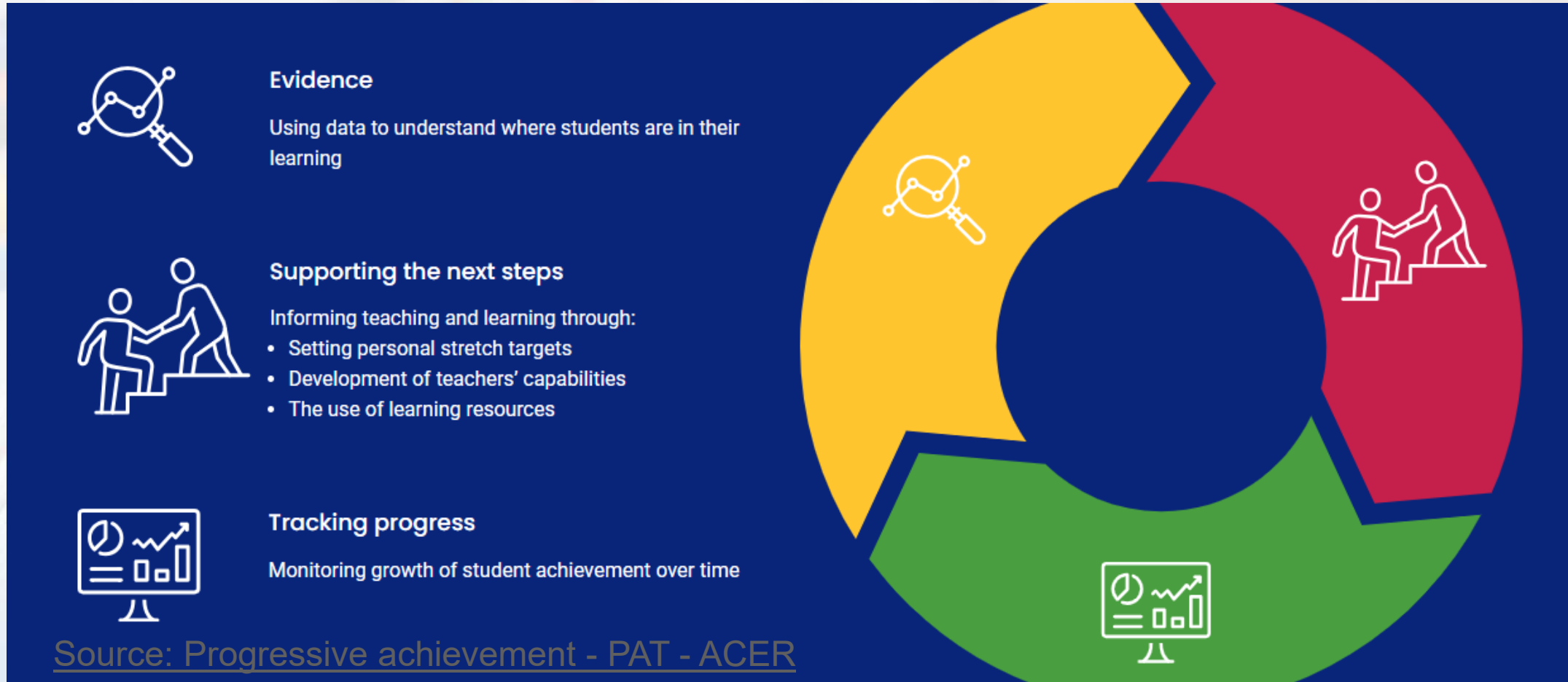
ACER India and
Delhi Board of School Education

4. Fostering learning through assessment: Aga Khan University Examination Board case study on supporting teachers and students in Pakistan

Dr Shehzad Jeeva
Munira Muhammad Rangwala
Ali Aslam Bijani

Aga Khan University
Examination Board

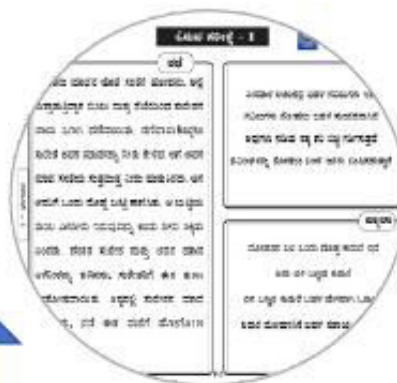
Using PAT to develop data-informed schools



TaRL in Andhra Pradesh

1. Assessment

Simple one-on-one assessments help group children by level, instead of grade, for instruction.



2. Appropriate activities and material

There are a set of activities and materials for reading and arithmetic that are appropriate for the level of each group and that enable children to progress.



4. Tracking progress

Similar assessments are used to track children's progress and reorganise groups.



3. Big group and small group

Children do activities in groups and also individually. Children progress quickly and move into the next level group.



Pratham Education Foundation, 2023

Teachers' perceptions of using standards-based assessment data for learning in Delhi

It has obviously made a difference because we know exactly how many students are at each level. We know what we can do to shift that student from level 1 to level 2 and level 2 to level 3 and so on.

Teacher, 15 years of experience
(adapted from Killimangalam et al., 2023)

Achievement level	Level descriptor
0	The student does not reach a standard indicated by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none"> • recall scientific knowledge • apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations • apply information to make judgments.
3-4	The student is able to: <ul style="list-style-type: none"> • state scientific knowledge • apply scientific knowledge and understanding to solve problems set in familiar situations • apply information to make scientifically supported judgments.
5-6	The student is able to: <ul style="list-style-type: none"> • outline scientific knowledge • apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations • interpret information to make scientifically supported judgments.
7-8	The student is able to: <ul style="list-style-type: none"> • describe scientific knowledge • apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations • analyse information to make scientifically supported judgments.

Figure 1: Sample level descriptions from IB Source: IB Sciences Guide (MYP), 2014

Fostering learning through assessment: supporting teachers and students in Pakistan

Data Generation

Big Data generated through High-Stakes Examination

Analysis

Item-wise analysis
Distractor analysis
Overall performance in a subject

Identification

Identifying SLO that were weak in performance
Dividing schools/regions with respect to their performance

Plan

Need based training plan.

- Region-wise
- School-wise
- Subject-wise

Jeeva et al., 2023

SPR has helped us change our lesson planning. Like when we saw that our students are not performing well in listening exams in language subjects, we started using audio in the class instead of a teacher reading the passage. Also, we started exposing our students to listening practices in the earlier grades, such as from grade VI onwards.

(Teacher, School 1; Jeeva et al., 2023)

NEQMAP webinar (June 2023)

<https://www.youtube.com/watch?v=UyID1f-wlwc>

NEQMAP Topical case study report

