

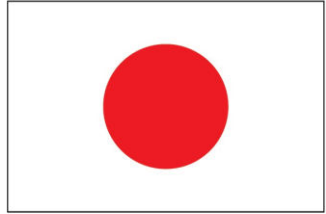


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Addressing learning needs in the Asia-Pacific region

Teachers' guide on diagnostic assessment

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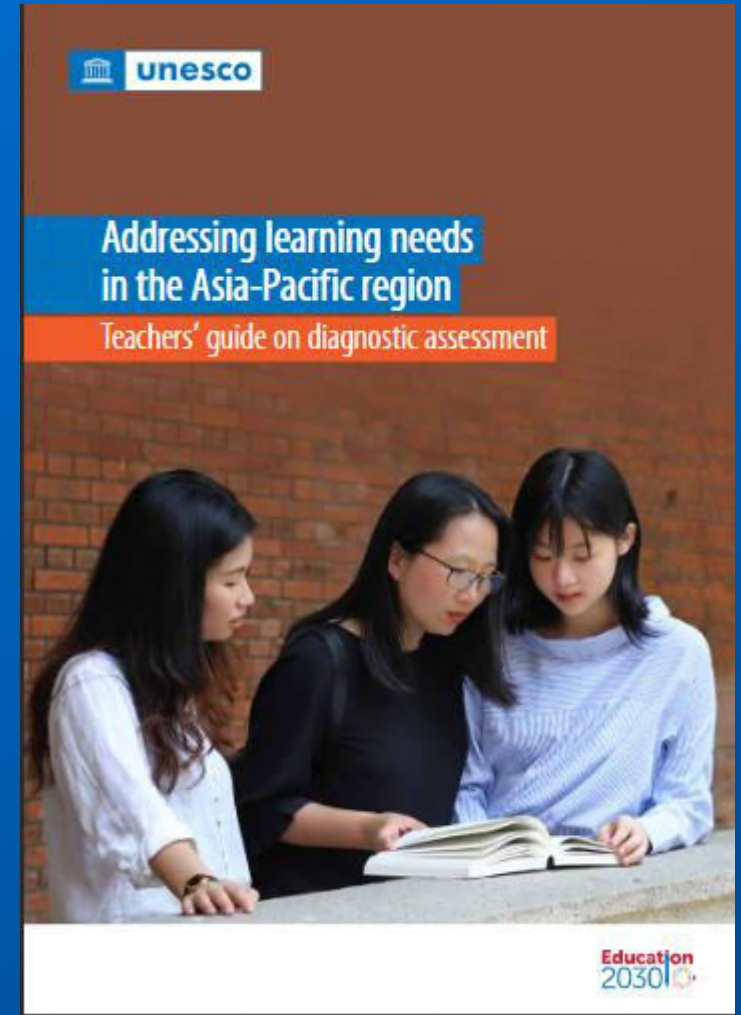




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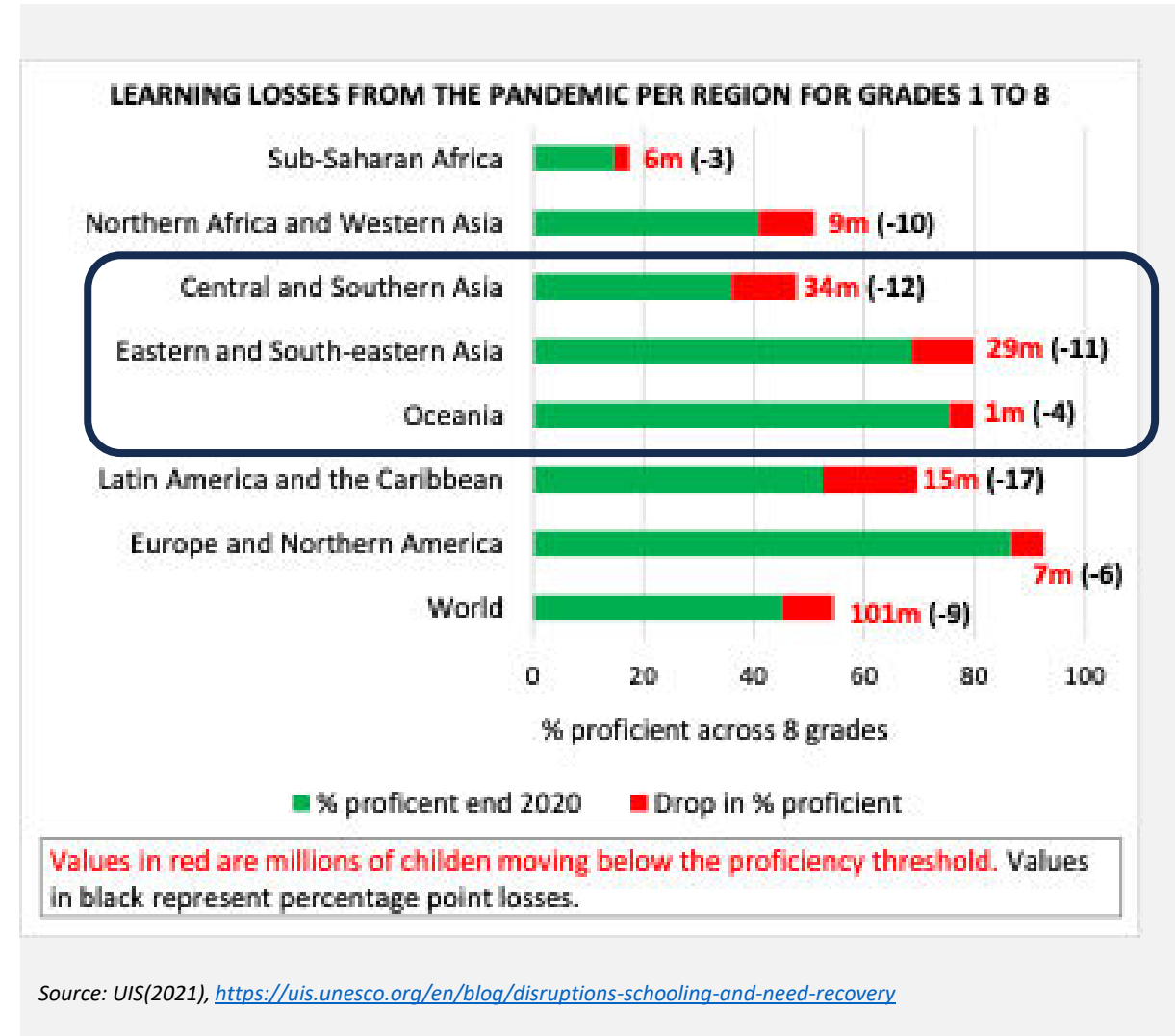
Addressing learning needs in the Asia-Pacific region

Teachers' guide on diagnostic assessment



Why a guide on diagnostic assessment for Asia-Pacific countries?

- Long school closures during COVID-19 pandemic
- Stagnating and low learning outcomes
- Deepening inequity in learning



The aim of the guide

Build capacity of teachers and schools to identify the learning needs and gaps of every learner and address these by adapting teaching and learning.

Provide teachers from Asia-Pacific region and beyond with

- A good understanding and know-how of diagnostic assessment in a classroom context
- Practical tools and exemplars to develop diagnostic assessment



Guide development process

Co-development workshops in Bhutan and Bangladesh (April-May 2023)



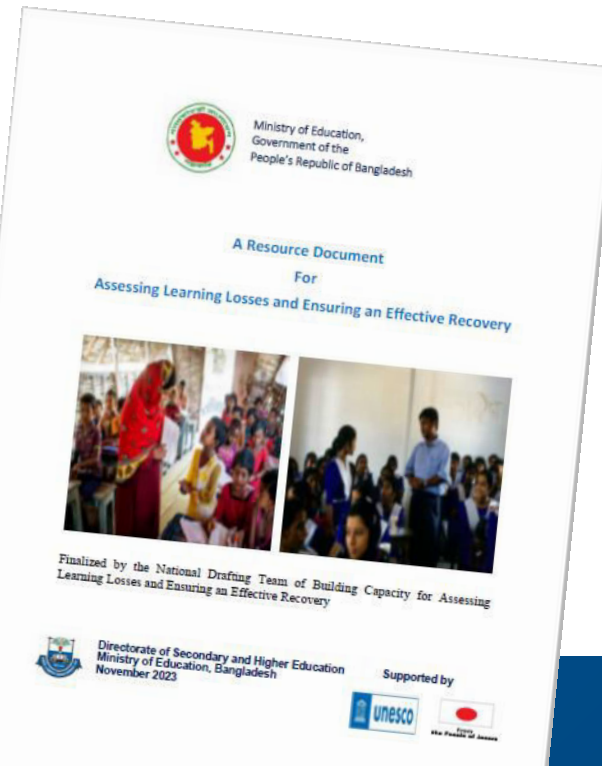
Two national guides developed in Bhutan and Bangladesh



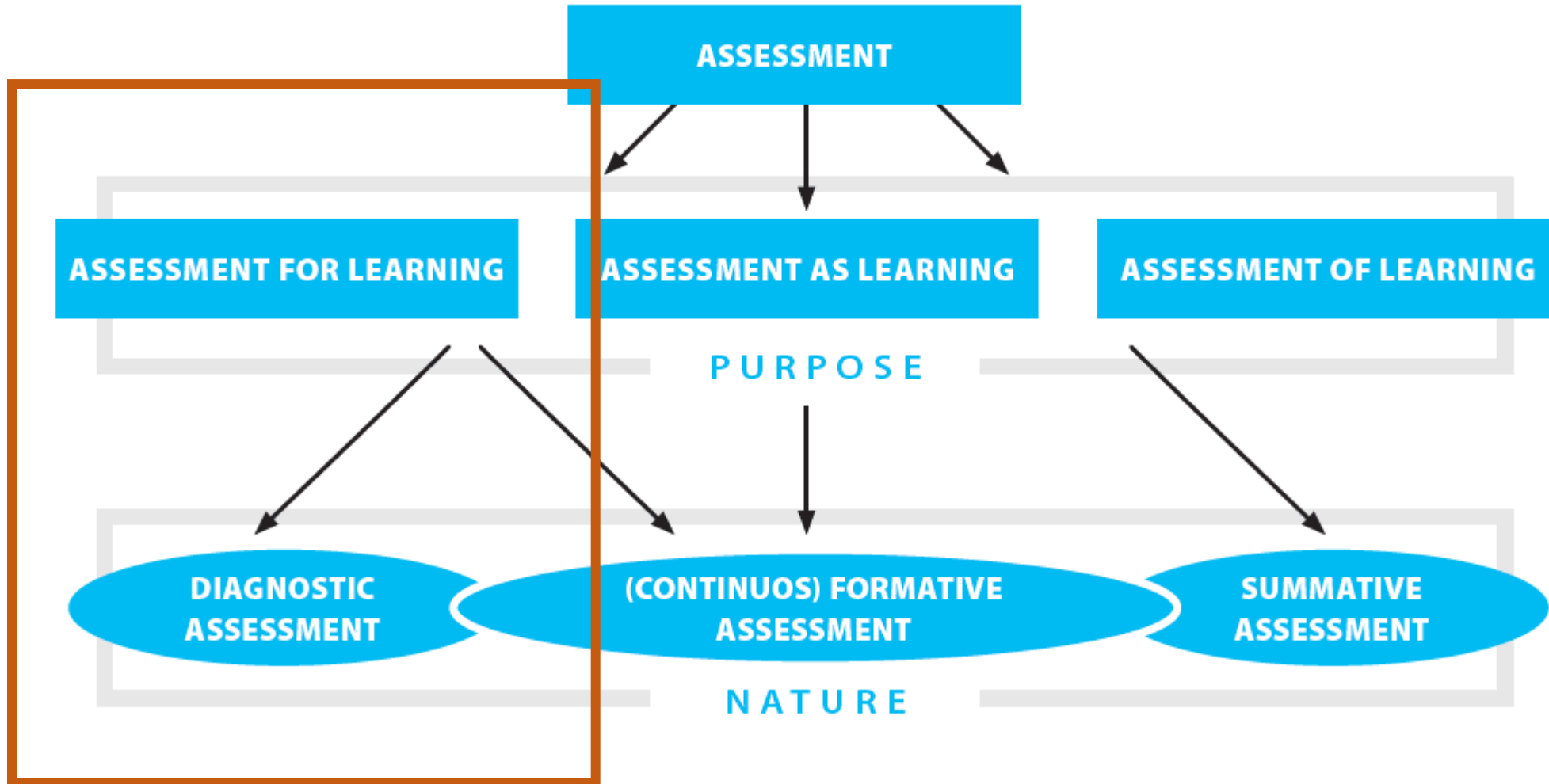
Teacher' Guide to Diagnostic Assessment



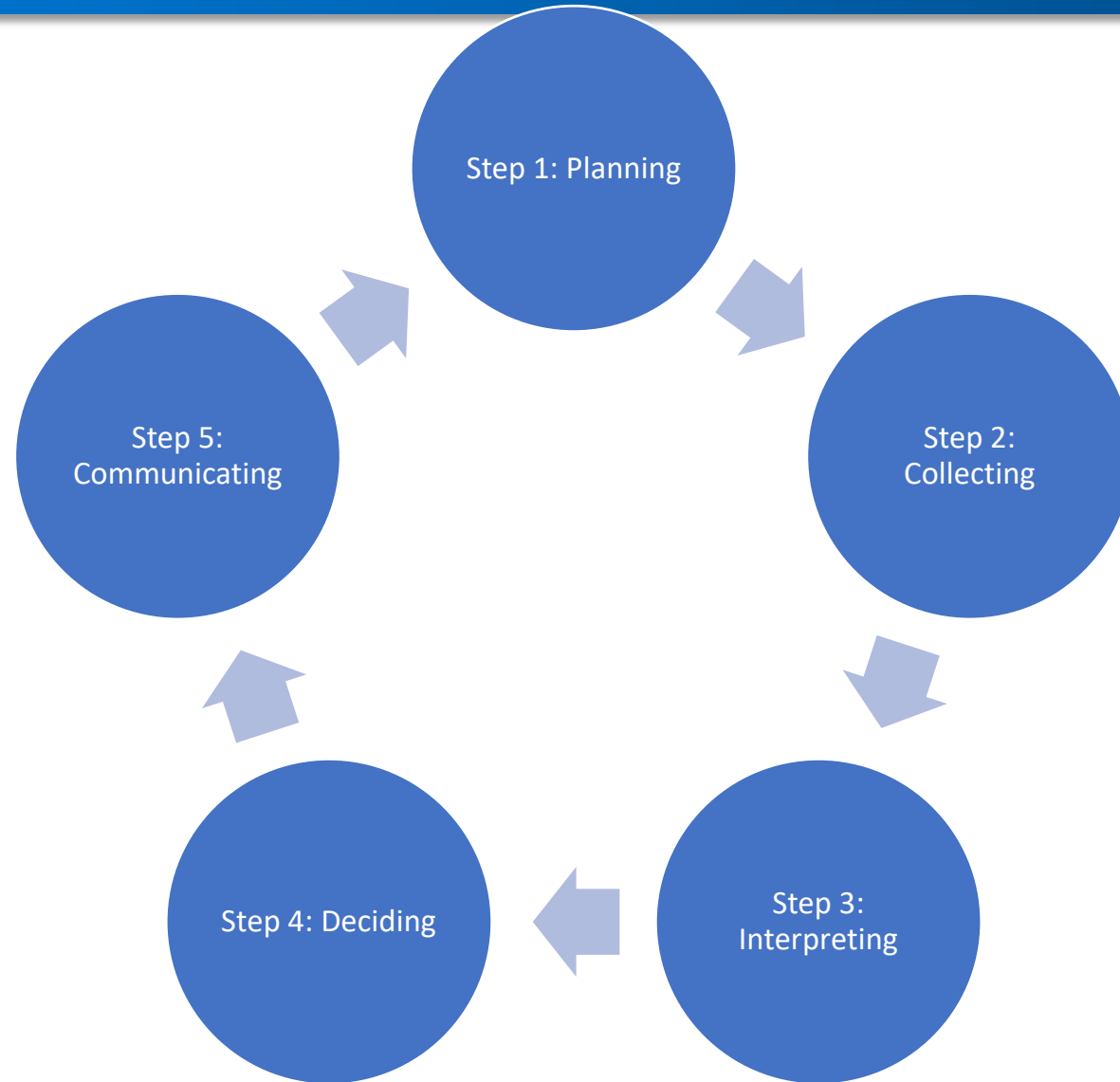
School Curriculum Division
Department of School Education
Ministry of Education and Skills Development
with support from UNESCO



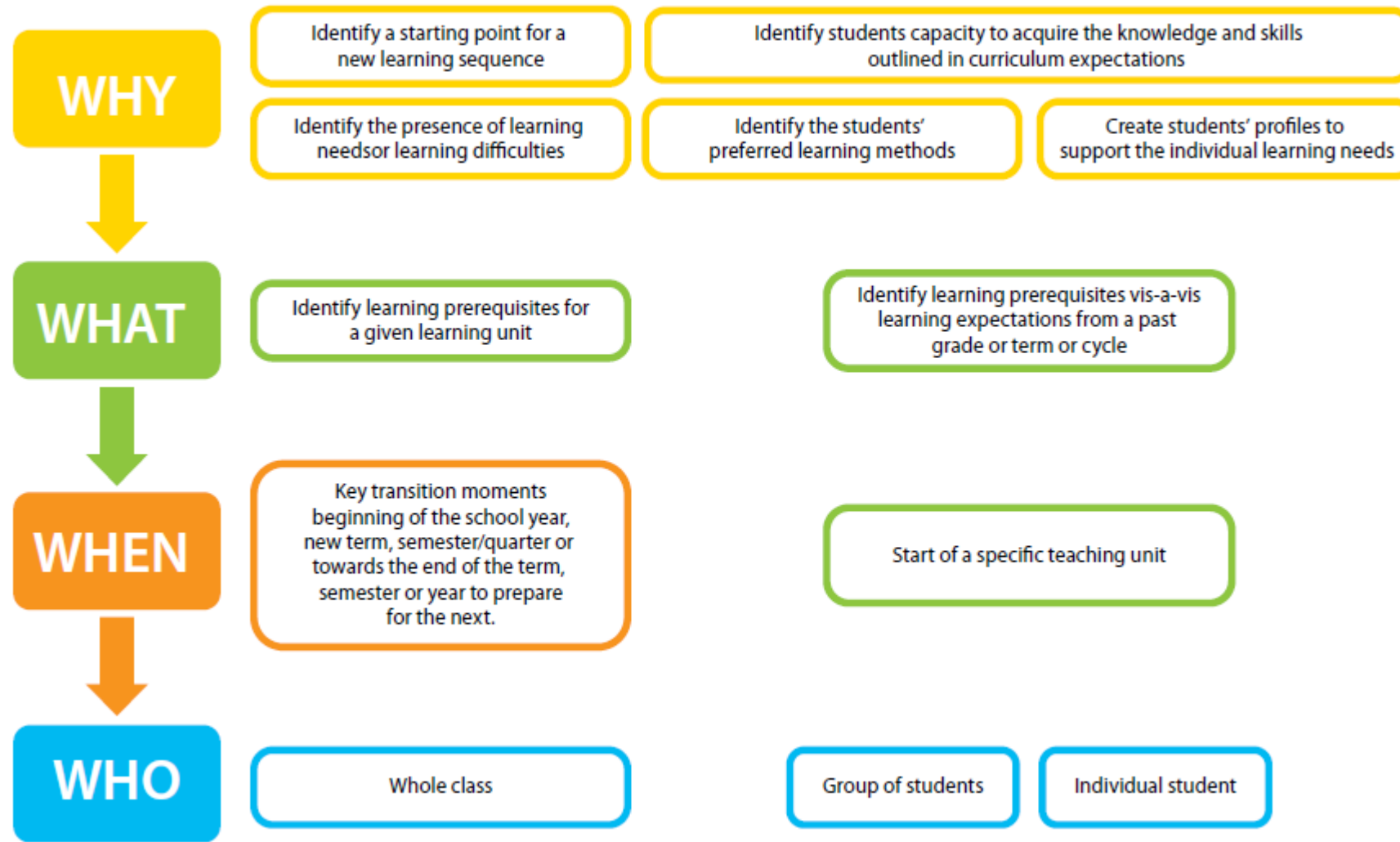
What is diagnostic assessment?



The diagnostic assessment process



Planning why, how, what and when to carry diagnostic assessment and for whom

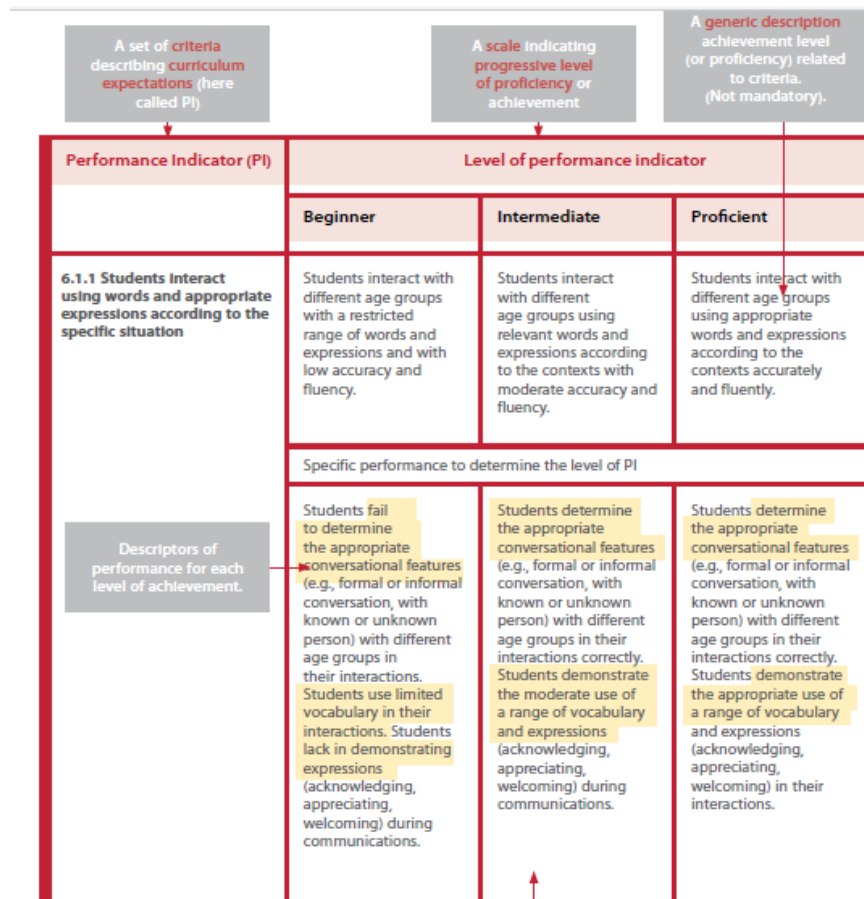


Source: Authors

Collecting the data and interpreting it

TABLE 5: ASSESSMENT TECHNIQUES CLASSIFIED BY TARGET POPULATION, TIME COMMITMENT AND TASK COMPLEXITY

Factors	Size of the group			Time	Complexity
	Individual	Group	Whole class		
Tools					
Written test				+	+
Journal/Scrapbook/ Work samples				++	+++
Audio-visual production				++	++
Simulation				++	++
Concept map				+	+
Observation in the classroom				++	++
Conferencing/dialogue/ conversation				++	++



Source: Example taken from National Curriculum and Textbook Board, Bangladesh, 2022. Mathematics, Class seven.

Each descriptor presents detailed manifestations of the use of accurate knowledge, skills and the attitudes that need to be mastered for each level of proficiency. The highlighted text shows the different skills, knowledge and attitude assessed.

Making decision and differentiated teaching and learning

FIGURE 7: ANNOTATED TEMPLATE OF A STUDENT PROFILE

Name _____	Date _____
Grade _____	Targeted pre-requisites _____
Sources of information	
Other sources	Diagnostic
Previous report card _____	
Consultation with parents _____	
Consultation with previous teacher _____	
Previous formative assessments _____	
Student profile	
Priority learning needs	Target Inst

List out the pre-requisites not mastered by the learner.

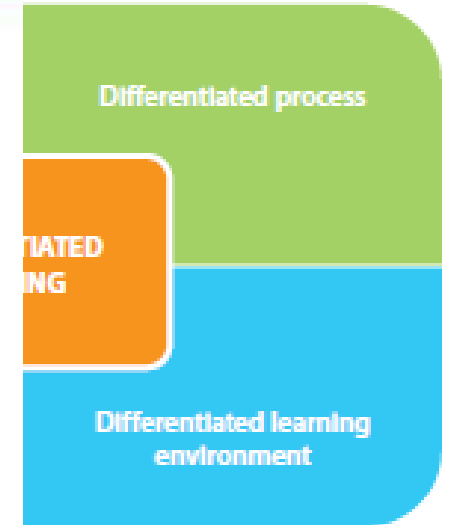
Source: Authors

FIGURE 18: SCAFFOLDING LEARNING



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FIGURE 17: TYPES OF DIFFERENTIATED LEARNING



Photos

Use of ICT in diagnostic assessment

ICT tools for collaborative planning

ICT tools for collecting learning data

ICT tools for analysing and interpreting learning data

ICT tools for communication and decision-making

ICT tools for differentiated learning

Benefits and limits of ICT tools

Discuss Your Favorite Planet
Grade 5B group discussion

- Mercury**
Mercury is my favorite because its first! - John
- Venus**
I like the color of Venus! - Tori
- Saturn**
It has rings! - Chris
- Uranus**
Its so funny! - Tim
- Jupiter**
Cause of the clouds! - Jane
- Earth**
Because its home! - Jay
- Neptune**
Its blue color is so calming - Claire
- Mars**
I <3 Martian movies - Gina
- Moon**
Cause its near! - Paul
- Ms. Rebecca**
Moon is not a planet Paul!
- Andromeda**
Its a galaxy but I like it!

Don't let grading fatigue get you down

Pre-defined or custom rubrics help instructors consistently evaluate student work and easily connect grading criteria to in-line feedback.

Criteria	Scale	Scale 1	Scale 2	Scale 3
Introduction	10%	Lacking attention getter, thesis is weak, and there isn't a clear stance on the issue.	Attention getter and thesis needs some help, pretty clear stance on the issue.	Successful attention getter, leads into a strong thesis, and clearly takes a stance on the issue.
Body	60%	Weak or no topic sentence, doesn't defend author's opinion, no evidence to back up points, doesn't use ethos, logos or pathos.	Topic sentence needs help, opinion could use more support and evidence, and missing either ethos, logos or pathos.	Strong topic sentence thoroughly defends author's opinion, uses strong evidence to back up points, and successfully uses ethos, logos and pathos, which are clearly labeled.
Conclusion	10%	Thesis not restated, main points missing, and lack of reader engagement.	This restatement needs a little help, main points somewhat summarized, and reader "Call to action" could use some help.	Restates thesis in a new way, summarizes main points, and leaves the reader with a "call to action" - what can WE do about this problem?

How do you spell...?

How do you spell...?

0 Answers

Skip

◆ squair

■ squaire

What will you find in the guide?

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Communicating results

Providing descriptive feedback to students is important to improve their learning by clarifying expectations; informing them on their current learning level and gaps; and clarifying the path to progress on their learning. Effective feedback to students must help them answer three major questions:

- ❑ **Where am I going?** What are my learning goals? What progress?
- ❑ **How am I going there?** What progress am I making towards my learning goals?
- ❑ **Where to go next?** What activities do I need to take to make better progress on my learning goals?

Feedback to students

For feedback to students to be meaningful and to be **descriptive** and **specific** (provide sufficient detail above). Feedback can take various forms including:

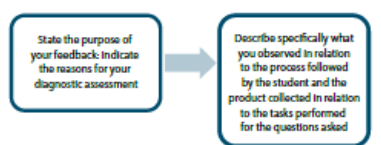
- ❑ Specific commentary on a task from the teacher in direct form of feedback to be used in a discussion
- ❑ Clarification on the assessment criteria provided
- ❑ Models that give concrete examples of written audio tapes, text.

Ideally, your feedback to individual students should be:

Steps for providing specific commentary feedback

The following diagram presents some key steps on the results of a diagnostic assessment.

FIGURE 13: FOUR STEPS FOR PROVIDING FEEDBACK



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Interpreting learning data and making decisions

FIGURE 7: ANNOTATED TEMPLATE

Name
Grade
Other sources
Previous report card
Consultation with parents
Consultation with previous teacher
Previous formative assessments
Priority learning needs

Source: Authors

Applied example A: A diagnostic assessment at the start of a unit on fractions in a Grade 3 mathematics class, primary level education – Inspired by the Kingdom of Bhutan’s national curriculum.

A Grade 3 mathematics teacher at the primary level decides to plan a diagnostic assessment to identify the readiness of a small group of students in the class to acquire new learning in the next unit of Grade 3, under the directive: **‘Demonstrate the ability to interpret fractions to describe parts in real life situations.’** The group of students to be assessed are learners whose report cards from the previous year (Grade 2) indicate they face general difficulties in mathematics. A diagnostic assessment is planned before the start of the new unit. The teacher aims to identify the mastery of the pre-requisite knowledge related to fractions.

Step 1: Planning a diagnostic assessment

Looking at the scenario above,

Identifying the pre-requisites

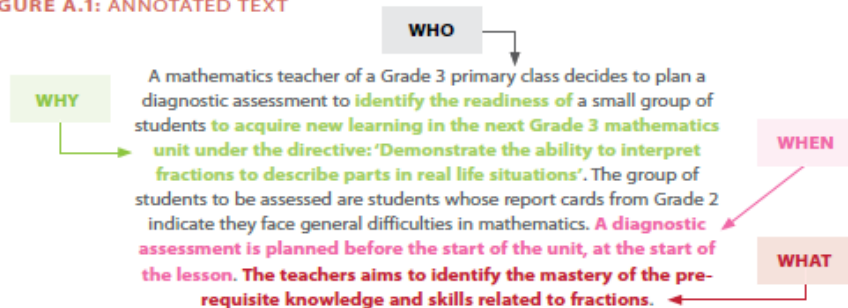
The teacher analyses the details of the unit instruction and previous Grades 1 and 2 to identify the pre-requisites. This analysis helps the teacher to plan the unit instruction.

SELF-STUDY ACTIVITY: REFLECT AND APPLY!

- ❑ **APPLY:** Using the planning decisions you made in the Chapter 2 self-study activity, choose one or more data collection instruments appropriate to assess the pre-requisites you identified.
 1. Describe your choices using the following table.

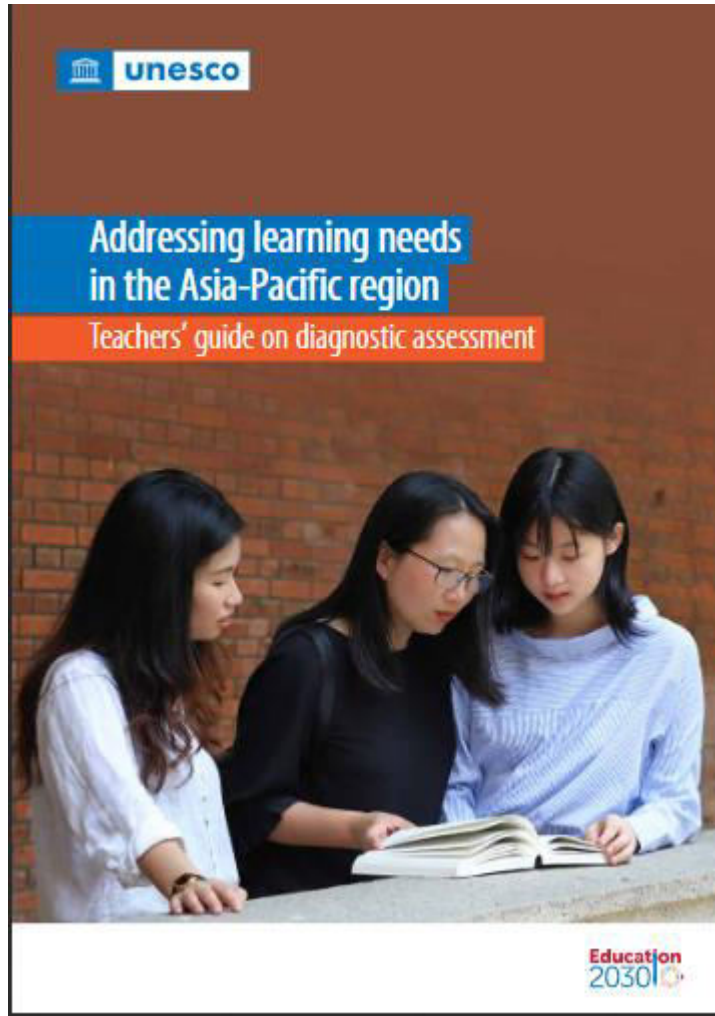
Pre-requisite to be assessed	Techniques chosen	Justification of my choice

FIGURE A.1: ANNOTATED TEXT



Source: Authors

WHERE to access the guide



Thank you

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