



INSTRUCTIONAL SKILLS CERTIFICATE PROGRAMME

Continuous assessment Part 1

Modules for Namibian Teachers in Training

English Version - Oshindonga, Oshikwanyama and Rukwangali available



This pilot edition of the TEACHERS' BASIC COMPETENCIES MANUAL was produced for the Ministry of Basic Education and Culture, Republic of Namibia with assistance from the United States Agency for International Development through the Institute for International Research, Basic Education Support Project.

Teachers Basic Competencies Manual

Module 4

Continuous assessment Part 1

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National Institute for Educational Development
Ministry of Basic Education and Culture
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This module and the other modules in this series are part of the curriculum for the Instructional Skills Certificate Programme.

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- *Informal Assessment in Education* - Guerin and Maier, Mayfield, 1983.
- *Pilot Curriculum Guide for Formal Basic Education, Draft Version 10, August 1995.*
- the new grade 1-4 syllabuses, Ministry of Basic Education and Culture, Namibia

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HOW TO USE THIS MODULE

This module is part of a series of 20 modules designed for you, the Namibian teacher teaching Grades 1 through 4. The series is designed to help you become a better teacher.

As you read through each module, you will discover four symbols which mark activities or suggestions for you to follow. They are:



Question Box

These boxes ask you questions based on what you have read in the module. They are intended to help you learn as you are reading.

Answer these questions by yourself as you read the module.



Activity Box

These boxes suggest activities for you to try. The box will give you instructions. *You may try these activities as you read the module or after you complete it.* After completing each activity box, you should always discuss what you have learned with another teacher, your principal, or your ORP.



Self Test

This test gives you a chance to recall key ideas in the module and to determine how well you have understood them. It comes at the end of the module. *Take the test by yourself when you have finished the module.* Then check your answers with the Answers to Self Test on the following page. If you like, you can review the Self Test with your ORP, another teacher, or your principal.



Tips

Tips are provided as suggestions for refining the skills you have learned in the module.

This module also contains four additional items to help you learn:

wall charts

These pages summarize important module content in graphic form. Refer to them when you are planning lessons or discussing teaching ideas with other teachers or your principal.

summary at the end of the module

This page is designed to review the main points of the module. Review these points before taking the Self Test.

glossary

This section provides definitions for all the new and important words and phrases presented in the module.

page titled MY NOTES at the end of the module

Keep your own notes here. Also, make notes in the margins throughout the module. It is yours to mark up and to make your own.

If you have any suggestions for improving the content or format of these modules, please contact your ORP or send your comments to the BES Target School Intervention Coordinator at Ongwediva Teachers' Resource Centre, Ongwediva, at the following address:

P.O. Box 2156, Oshakati

telephone and fax: 06751-30670

The Editors
National Institute for Educational Development
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OBJECTIVES

After reading and using this module you will be able to:

- ✓ explain why we use informal continuous assessment
- ✓ explain the four steps of informal continuous assessment
- ✓ make two types of continuous assessment aids
- ✓ use informal continuous assessment in your classroom

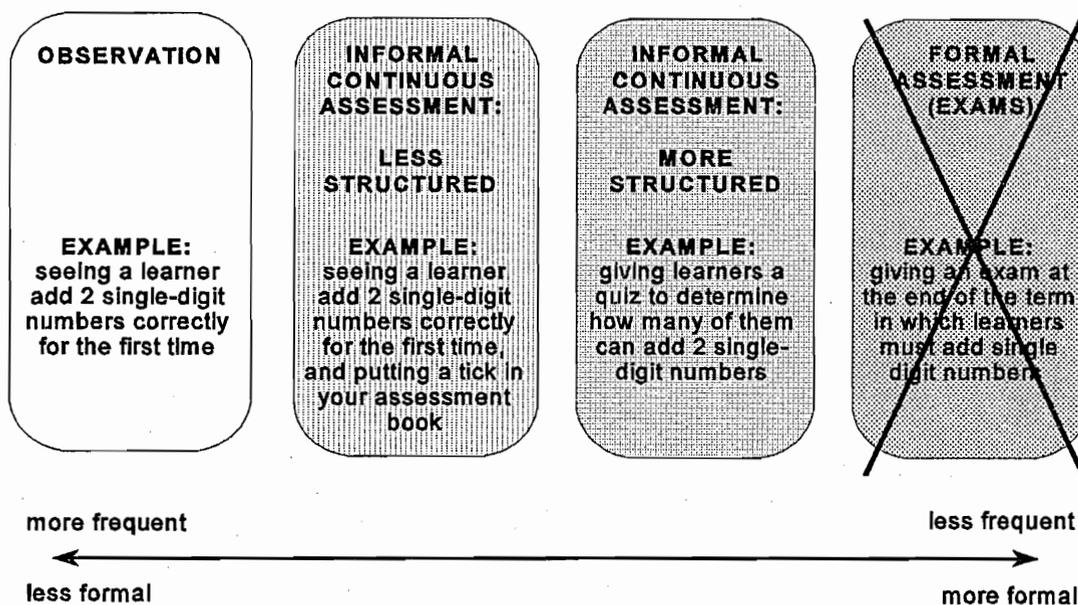
INTRODUCTION

In Module 2 we discussed how to make a lesson plan. As you might remember, the three essential ingredients of a lesson plan are objectives, activities, and assessment. In this module, we will discuss assessment in greater depth, particularly **informal continuous assessment**. The focus will be on less structured forms of informal continuous assessment. In the next Module, we will discuss more structured forms of **informal continuous assessment**, including basic ideas for constructing quizzes (short tests), averaging scores, and assigning symbols.

WHAT IS ASSESSMENT?

When you see children playing, what do you think about? What do you think when you hear your daughter using a new word? Or when you see a learner holding a pencil correctly for the first time? Or when you observe your neighbour riding a bicycle without falling off? Maybe you think "She didn't fall of this time!" If you do, then you are assessing. Even if you do not give her a mark, you are assessing. Whenever you (1) observe an event and (2) make a judgment about its status or success, you are assessing.

There are many kinds of assessment. Noticing the child on the bicycle is a type of assessment. You might also call it **observation**. Testing is also a type of assessment. Evaluation is a type of assessment. Each type varies in **frequency** and **formality**. **Frequency** means how often, and **formality** means how structured.

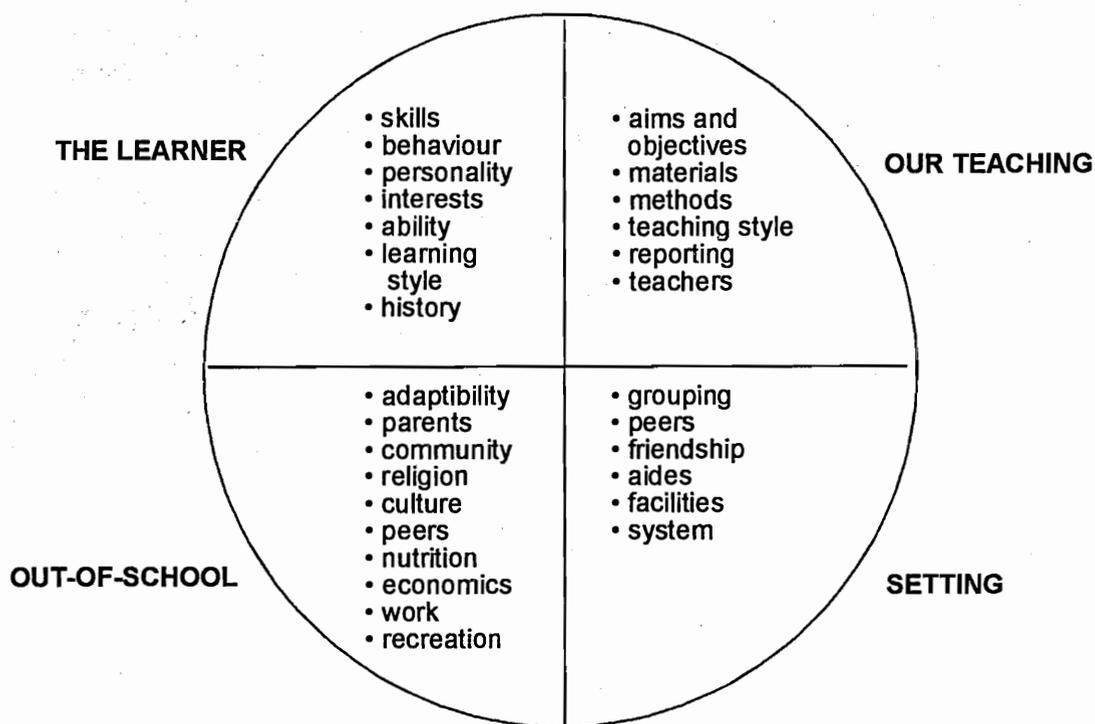


The fourth type of assessment in the chart on the last page is crossed out because, as you know, formal examinations are not used in grades 1 through 4.

FOUR TYPES OF ASSESSMENT

1. Observation means noticing someone and judging their action. As in the example of the bicycle, we might judge the action successful or unsuccessful. Observation is perhaps the most important part of continuous assessment, because with it, we assess *the whole child*. We do not only consider academic achievement. For example, if a learner is having difficulties, maybe he/she is having problems at home. To learn about the child, we can look in four places: the learner, our teaching, the instructional setting, and out-of-school factors. There are many aspects to each of these places. Some are listed below. Can you think of others?

UNDERSTANDING THE WHOLE CHILD: FOUR PLACES TO FIND INFORMATION



How you get information in each of these places? You can:

- ✓ observe learners as they work
- ✓ listen to what learners tell their friends
- ✓ chat with learners outside class
- ✓ chat with other teachers about a learner
- ✓ chat with the learner's parents



Question Box

Think of one learner in your class who is having difficulty. First, identify the specific problem he has. For example, maybe he cannot concentrate. Maybe he has difficulties following directions. Once you have identified a problem, write it down. Then, look at some of the words in the diagram above and ask yourself: "What do I know about this child? Is there anything else I could find out that would help me help him?"

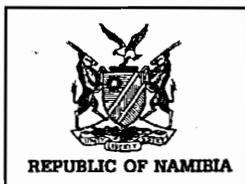
2. Informal continuous assessment: less structured means observing learners for assessment purposes, and recording what we see. (With observation, we might not record what we see.) Informal continuous assessment is informal because it is not formal like a test or exam. It is continuous because it occurs periodically - on a daily or weekly basis. It is assessment because it is systematic and structured.

Let's take an example. You are observing a group of learners in a Grade 1 English class. Paulus names the days of the week in correct order. You go to your record book and tick "naming the days of the week in correct order" for Paulus. Freida can name the days of the week, but not in correct order. Perhaps you record a circle for Freida. This indicates that you will be careful to observe Freida's progress. You will put a tick in the circle when Freida achieves the competency. That is informal continuous assessment.

3. Informal continuous assessment: more structured means setting up assessment situations periodically. An **assessment situation** is an activity you organize so that you can assess your learners, and give them symbol, tick or comment. An assessment situation could be a quiz. (A quiz is a short, informal type of assessment in which several questions are asked. A quiz is not an exam.) An assessment situation could also be a group activity in which you observe specific things your learners say. There are many kinds of assessment situations. You can:

- ✓ ask a learner a question individually
- ✓ ask a learner to perform a task
- ✓ observe learners in a group
- ✓ ask a group of learners to perform a task
- ✓ give small quizzes (a few questions)

We will talk more about these assessment situations in Module 5 as well.

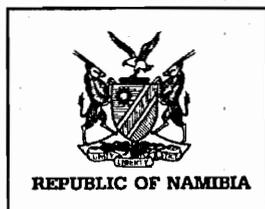


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“Informal continuous assessment should be conducted orally in the lower grades until learners are proficient at reading and writing.”

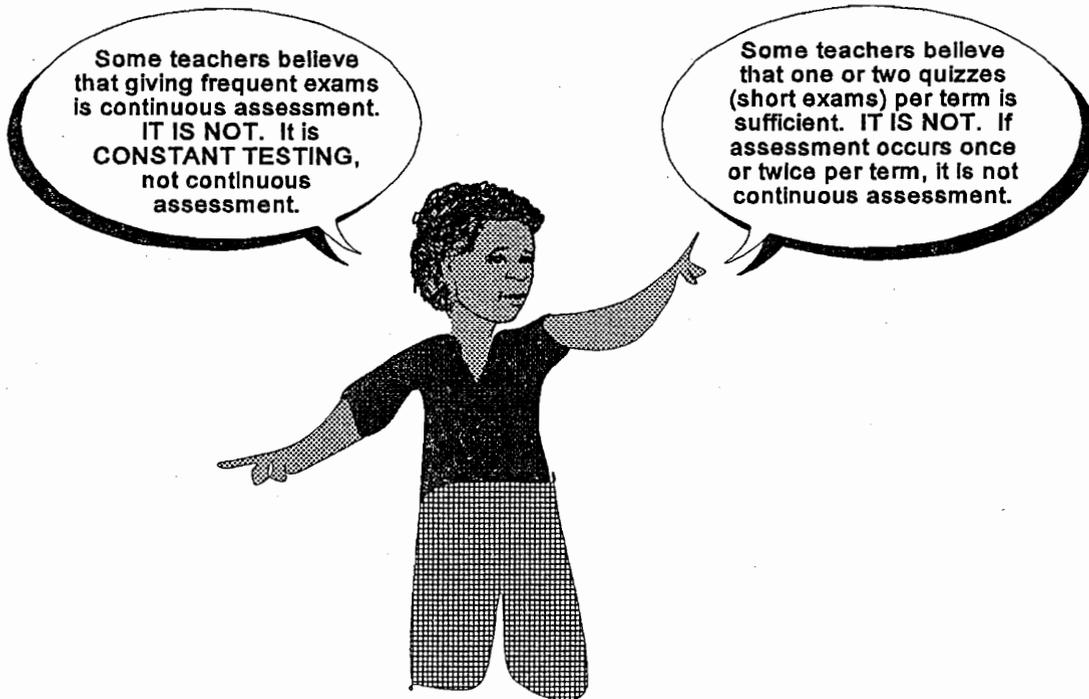
4. Formal assessment is a structured, infrequent measure of learner achievement. Formal assessment means the use of tests and exams. A teacher might use a test or exam once in a term to evaluate learners' knowledge or ability. Exams are used to measure a learner's progress.



REPUBLIC OF NAMIBIA

MINISTRY OF BASIC EDUCATION
AND CULTURE

“All assessment in grades 1-4 in Namibia is to be informal continuous assessment. **NO FORMAL EXAMS (END-OF-YEAR EXAMS) ARE TO BE GIVEN IN GRADES 1-4 IN NAMIBIA.**”



WHY DO WE USE INFORMAL CONTINUOUS ASSESSMENT?

We use informal continuous assessment for one reason: *to help our learners learn better*. Informal continuous assessment gives us information *as we teach*. This enables us to correct problems *as they occur*, instead of waiting until the end of the term, when it is too late.

Informal continuous assessment shows us two things: how well our learners are learning, and how well we are teaching. If informal continuous assessment shows us that our learners are not learning well, we must ask ourselves why. We can examine the factors listed on page 2. We can offer additional instruction to learners who need more help.

If our learners are not learning well, this may also mean that we are not teaching well. We can then change our style of instruction to better fit our learners. However, at the end of the day, it is not our instruction that matters; it is our learners' progress. If our learners are learning better, then we are probably teaching better! So the most important reason to do continuous assessment is to help our learners learn better.

HOW DO WE DO INFORMAL CONTINUOUS ASSESSMENT?

There are four stages in continuous assessment: observation, diagnosis, consolidation, and follow-up assessment. See the next page for a step-by-step description.

HOW TO DO INFORMAL CONTINUOUS ASSESSMENT: 4 STEPS

STEP 1

OBSERVATION: Noticing that there is a problem

EXAMPLE:

You look at a learner's homework. You notice he is having some problems with addition.

STEP 2

DIAGNOSIS: Trying to determine where the problem lies

You assign simple problems from the previous day. The learner cannot complete these either. However, he can correctly complete problems from two weeks ago.

STEP 3

CONSOLIDATION: Helping the learner develop the knowledge or skills needed to complete the task

You give instruction through verbal explanation, demonstration, trial, and practice. You then introduce problems from one week ago. The learner completes the problems successfully. He does the homework assignment again, this time correctly. You tick "addition" in your assessment book.

STEP 4

FOLLOW-UP ASSESSMENT: Monitoring to ensure the learner is able to do other tasks correctly

You see that the learner has done the task correctly. You continue to check the learner's work when new tasks are introduced. (If there are still problems, go back to Step 2 and continue.)

TECHNIQUES FOR INFORMAL CONTINUOUS ASSESSMENT

Once we know the steps to use in informal continuous assessment, what tools can we use to ensure that we are doing it properly? Here are two ideas:

1. Keeping an assessment book You can record symbols in an **assessment book** simply by putting a tick next to a learner's name and competency achieved. You can give learners as many ticks as you choose to give. You can also record symbols or other marks.

AN ASSESSMENT BOOK

	Count to 10	Count to 15	Count to 20	Count to 10 by 2s	Count to 20 by 2s	Count without using objects
Learner's name	✓	✓	✓			
Learner's name	✓	✓	.			
Learner's name	✓	✓	.	•		
Learner's name	✓	.	✓			
Learner's name	.	••				
Learner's name	✓	.	••	.	✓	
Learner's name	✓	✓	✓	✓	✓	✓

Achieved the competency (points to the first learner's 'Count to 20' cell)

Assessed once but did not achieve the competency (points to the second learner's 'Count to 20' cell)

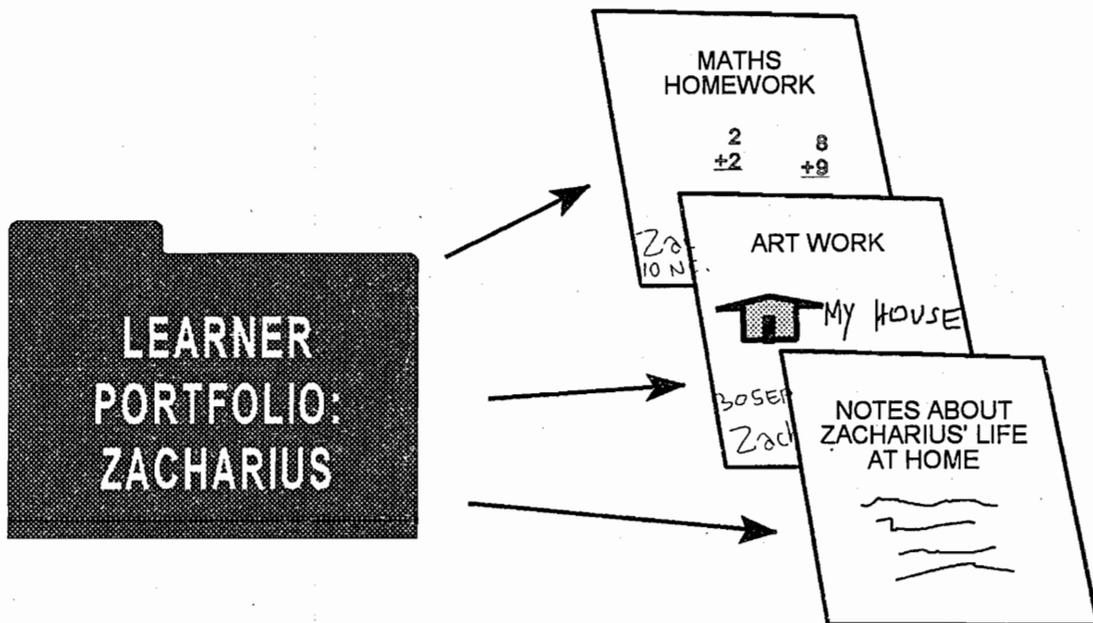
Assessed twice but did not achieve the competency (points to the third learner's 'Count to 20' cell)

This learner could count to 20 by 2s before she could count by 1s. This is natural. We all learn different things at different times. We should not expect everyone to learn in the same order.



Activity Box

Using an exercise book, set up your own continuous assessment book for this year's Maths class. Try using it for a few days, then discuss it with your ORP.



2. Keeping a learner portfolio You can collect your learners' work to judge their progress over time. A learner portfolio also helps you assess your teaching. For example, maybe a learner is having trouble with natural science, but is good in art. Maybe there are artistic elements you can include in your science lessons to reach this learner!

To make a learner portfolio, find or make a folder to contain learners' work. Or you can put their work between two pieces of paper, or in a box. Collect your learners' work (drawings, pictures, Maths problems, English compositions, etc.) throughout the year and put it in the folder. Make sure each item has the learner's name and date written on it.

SUMMARY

1. There are many kinds of assessment. As teachers, we use observation, informal continuous assessment, formal continuous assessment, and formal assessment.
2. We use informal continuous assessment for two reasons: to help the learner learn, and to help the teacher teach better.
3. Informal continuous assessment must be done periodically throughout the term - daily, weekly, or every two to three weeks. If we only do it once or twice, it is not continuous assessment.
4. Formal assessment is usually done once or twice per term. Formal assessment means tests or exams.
5. There are two kinds of informal continuous assessment: less structured and more structured. With informal continuous assessment: less structured, we observe and record learners' progress as we are teaching. With informal continuous assessment: more structured, we set up assessment situations to assess and record learners' progress.
6. With informal continuous assessment, we try to understand the whole child. There are four places to look for information concerning the child: the child him/herself, our teaching (lessons), the setting (school), and out-of-school factors (home, community).
7. The process of informal continuous assessment includes observation, diagnosis, consolidation, and follow-up assessment.
8. Two useful aids for informal continuous assessment are keeping an assessment book, and keeping a learner portfolio.



You have just completed Module 4: Continuous Assessment .
The focus of this module has been on less structured forms of informal continuous assessment. In Module 5, we will discuss more structured forms of informal continuous assessment. For more information on formal and informal methods of continuous assessment, as well as promotion considerations, you may refer to the Training Manual for Primary School Principals, Ministry of Basic Education and Culture. See also the National Curriculum Guide for Basic Formal Education. If you have read the summary, you are ready to turn to the next page and take the self-test.



Self Test

1. A. Name four different kinds of assessment. B. With which types do we record our observations? C. Which type is not to be used in grades 1-4?

A.

B.

C.

2. Why do we assess continuously?

3. What are the four steps of continuous assessment?

4. What are two continuous assessment aids?

ANSWERS TO SELF-TEST

1. A. Four kinds of assessment are: observation, informal continuous assessment: less structured, informal continuous assessment: more structured, and formal assessment. B. We record our observations for informal continuous assessment (less structured and more structured) and for formal assessment. C. Formal assessment is not to be used in grades 1-4.
(6 points: 1 for each correct answer in A, 1 for a correct answer in B, 1 for a correct answer in C.)
2. We assess continuously to help our learners learn. By using continuous assessment, we can identify learners' problems as they occur rather than waiting until the end of the term. We can also use continuous assessment to determine how well we are teaching.
(4 points)
3. The four steps of continuous assessment are: observation, assessment, consolidation, and follow-up assessment. (8 points: 2 for each correct answer)
4. Two continuous assessment aids are assessment books and learner portfolios. (2 points: 1 for each correct answer)

20 points total

GLOSSARY

assessment: a way of judging the status or success of something.

assessment book: a book in which we tick off achievement of competencies, or record symbols or other marks.

assessment situation: an activity we organize so we can give a symbol, tick or comment on learners' performance.

formal assessment: structured, infrequent measure of learner achievement. Formal assessment usually means using exams.

informal continuous assessment: less structured: observing learners on a regular basis and recording what we observe.

informal continuous assessment: more structured: setting up assessment situations periodically and recording what we assess.

observation: noticing someone and judging his/her action in some way. As teachers, we observe our learners every day, usually in an unstructured way. This is a type of assessment.

portfolio: a place in which a learner's work is kept so we can assess learners' change over time, and so we can assess our teaching methods.

MY NOTES

The Teachers' Basic Competencies Manual - Module Titles

MODULES	ENGLISH	OSHINDONGA	RUKWANGALI	OSHIKWANYAMA
MODULE 1	Making a scheme of work	Okuninga oskema yiilonga	Kuninka epompeko lyoyirugana	Okuninga oskema yoilonga
MODULE 2	Lesson planning	Elongekidho lyoshileshwa	Elirongikido yirongwa	Elongekido loshileshwa
MODULE 3	Learner-centred education	Omukalo moka omulongwa ta dhana onkandangala melongo	Nkareso omo murongwa a kara mpitakatji merongo	Omukalo moka omuhongwa eli ta dana onghadangala mehongo
MODULE 4	Continuous assessment , Part 1	Etalotseyo Iya tsikilathana, Oshitopolwa 1	Etarodiwo lyokutwikida, Ruha 1	Etaloshiivo la twikilafana, Oshitukulwa 1
MODULE 5	Continuous assessment, Part 2	Etalotseyo tali tsikile, Oshitopolwa 2	Etarodiwo lyokutwikida, Ruha 2	Etaloshiivo tali twikile, Oshitukulwa 2
MODULE 6	The Learning Environment	Ehala lyokwiilongela	Mevega Iyerongerero	Onhele yokulihongela mongulu yofikola
MODULE 7	Classroom management	Omaihumbato newiliko mongulu yosikola	Mpangera zomononkondwa rongero nonkareso zongwa	Omalihumbato newiliko
MODULE 8	Teaching large and multi-level classes	Okulonga ongundu yu udha	Erongo lyomononkondwarongerero donontambo dononenenedi dononzi	Ehongo leengudu diyadi
MODULE 9	Instructional materials, Part 1 10 Things to hang on the wall	likwathitholongo, Oshitopolwa 1 10 linima yokutsilika kekuma	Yirongesesihepwa, Ruha 1 10 Yinike yokutwirika ke kuma.	Oikwafifihongo, Oshitukulwa 1 10 Onima yokutwilika ke kuma
MODULE 10	Instruction materials, Part 2 Manipulative teaching materials	lilongithokwatheli mokugandja omalombwelo, Oshitopolwa 2 likwatomwa kwathitholongo	Yirongesesihepwa, Ruha 2 Yinkwato yelongeseso	Oilongifokwafeli moku yandja omalombwelo, Oshitukulwa 2 Oikwatomwa
MODULE 11	Instructional materials, Part 3 Manipulative learning materials	lilongithokwatheli mokugandja omalombwelo, Oshitopolwa 3 likwathitholongo iikwakugumwa	Mapukururo goyihpwa noyikwato rongeseso, Ruha 3 Yikwasesolongo yoyinkwato	Oikwafifohongo hai kumwa komuhongi mokuhonga, Oshitukulwa 3 Oikwafifohongo oikwakukumwa
MODULE 12	Group work	lilonga yopaungundu	Yirugana yomombunga	Oilonga yopaungudu
MODULE 13	Questioning techniques, Part 1 What kids of question do we ask?	Uunongo wokupula omapulo, Oshitopolwa 1 Omapula gomaludhi geni hatu ku pula?	Nkaresodiwo pulisiso, Ruha 1 Mapuro gorudi musinke natu pura?	Ounongo wokupula omapulo, Oshitukulwa 1. Omapuloomaludi elipi e na okupulwa?
MODULE 14	Questioning techniques, Part 2 How do we as questions?	Omaludhi gomapulo, Oshitukulwa 2 Nkene ta tu pula omapulo?	Nkaresodiwo pulisiso, Ruha 2 Ngapi omu natu pura mapura?	Omaludi omapulo, Oshitukulwa 2 Nghe hatu pula omapulo?
MODULE 15	Lesson presentation skills	Uunongo wokugandja oshileshwa	Udivi wondongeseso yirongwa	Ounongo wokuyandja oshileshwa
MODULE 16	Childhood development	Ekoko lyokanona	Ekuro lyomonuna	Ekulo lokanona
MODULE 17	Teaching children according to their learning styles	Okulonga aanona pamikalo ndhoka haa iilongo	Kuronga vanona kukwama nkaresolirongo zawo	Okuhonga oonona pamikalo odo have lihongo
MODULE 18	Learning problems and consolidation activities	Omaupyakadhi melongo niinyangadhalwa yokukwathela	Maudigu merongo noyirugana yekambadaro	Omaupyakadi mehongo noinyangadalwa yokukwafela
MODULE 19	Helping children who are not well	Okukwathela aanona mboka yaa li nawa	Mbatero kovanona ava va dira kukara nawa	Okukwafela oonona ovo vehe li nawa
MODULE 20	Teacher as professional	Omulongi ongomonashilongaitano	Murongi ngovakonentu	Omuhongi ongomonashilongaifano

