

# Classroom-based formative assessment

Addis Ababa, July 2019

# A metaphor: Trends in Quality Management

- The industrial world changed its paradigm regarding quality in the late 70's, starting specially in Japan.
- **Quality control** (before the 80's) meant to measure products to see if they were compliant with specifications at the end of the production line. If they proved defective, they were scrapped. Control was not in charge of those who produce.
- **Quality management** (after the 80's) means to take care of quality at each production step, to achieve a faultless product. Control is in the hands of those who produce.

Teachers are not Factory workers, and learning is not an industrial product, but the idea is similar



CBFA can be a way to care about learning at each step, avoiding failures and increasing inclusion

# Assessment for Quality Learning

*Functions of assessment:* use of evidence of learning to

- A) make decisions on student promotion / streaming
- B) make decisions on teaching strategies and curriculum
- C) give feedback to students
- D) communicate levels of achievement to external users

Two of these have  
direct impact on  
quality learning.  
Can you tell them  
apart?

Why formative  
assessment?

Good Feedback

Improves  
Student Learning



# Variables to Foster CBFA



- Student/Teacher Ratio
- Available contact hours
- Communication skills of students
- CBFA skills of teachers

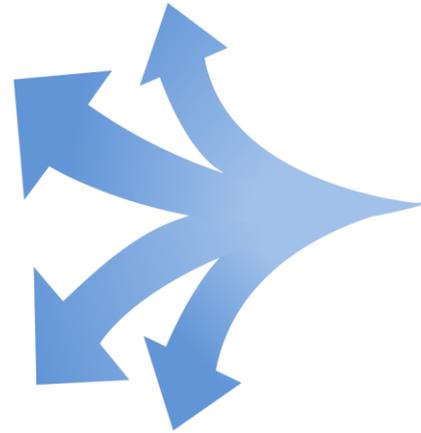
CBFA comes in  
several tastes

and may use  
different tools

- Teacher led: assessment for learning
- Student & teacher led: peer-based and self assessment
  
- Quiz cards
- Rubrics for observation
- Rubrics for learning products
- Mobile apps for online voting
- AI based platform quizzes

It can be  
holistic

- Content knowledge
- Procedural knowledge
- General competencies
- Specific skills
- Emotional intelligence
- Discipline

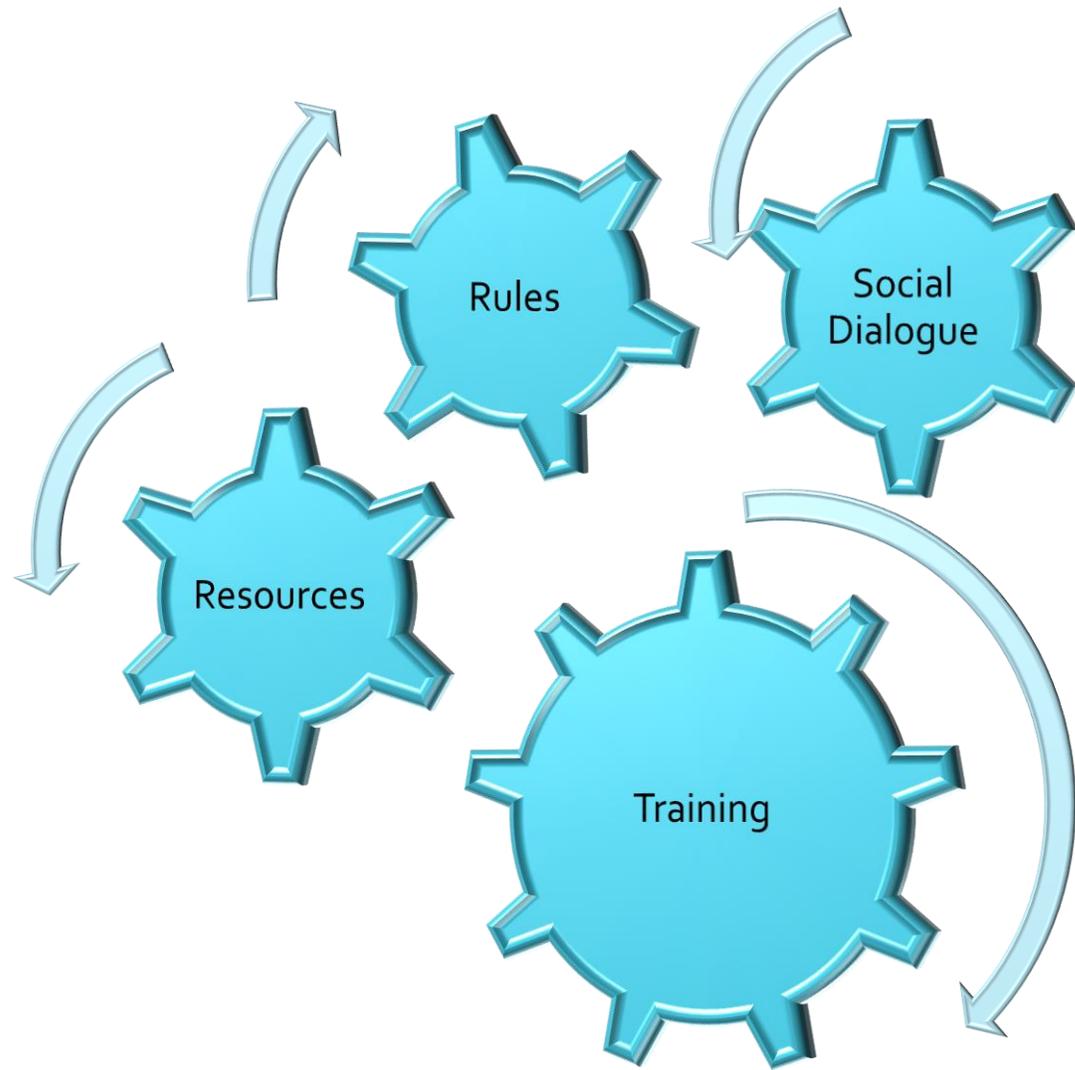


Can be  
assessed  
through  
different  
methods to  
achieve a  
nuanced  
picture of  
each student

# Strategies for promoting CBFA

- Teachers learn about CBFA in their initial training
- Teachers create their own CBFA instruments in training sessions
- Teachers share instruments in a community of practice
- A repository of calibrated instruments is built in a platform

# CBFA as policy



# Possible Roadmap