

Viewing assessments with a different lens: Lessons from adapting a citizen-led assessment approach to broaden the assessment landscape



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39th AEAA conference

Presentation Structure



- Recent trends in assessments
- The Citizen Led Assessment approach
- Adaption to assessing Life skills and values
- Findings from the assessment
- Lessons from adaptation

Trends in Educational Assessments

- Measurement of cognitive domains (literacy and numeracy)
 - *International large-scale assessments (PIRLSS, TIMSS)*
 - *Regional and cross national (SACMEQ)*
 - *National-high stakes (UNEB, KNEC)*
 - *EGRA, EGMA measuring foundational literacy and numeracy*
 - *Citizen-led assessments (Uwezo, ASER)*
- Global focus on 21st Century skills (OECD PISA, ALiVE)
 - *Informed by global & local social economic demands, global commitments (SDGs)*
 - *Reflection in education policies, frameworks, visions, reviews*

The citizen-led assessment approach

Measures foundational literacy and numeracy among 6-16 year olds

Household based - conducted by local citizens

Item development - simplicity of tools, language, subject panels, trial and pilot

Sampling - National Bureaus of statistics support generation of nationally representative, multi stage

Data collection - local volunteers, in and out of school children and orally assessed

Engagement and feedback

Adaptation of a household based assessment approach to assess life skills and values

Household assessment-problem solving, collaboration, self-awareness, respect

Item development – country context, frameworks, paneling, piloting, trialing, language consideration

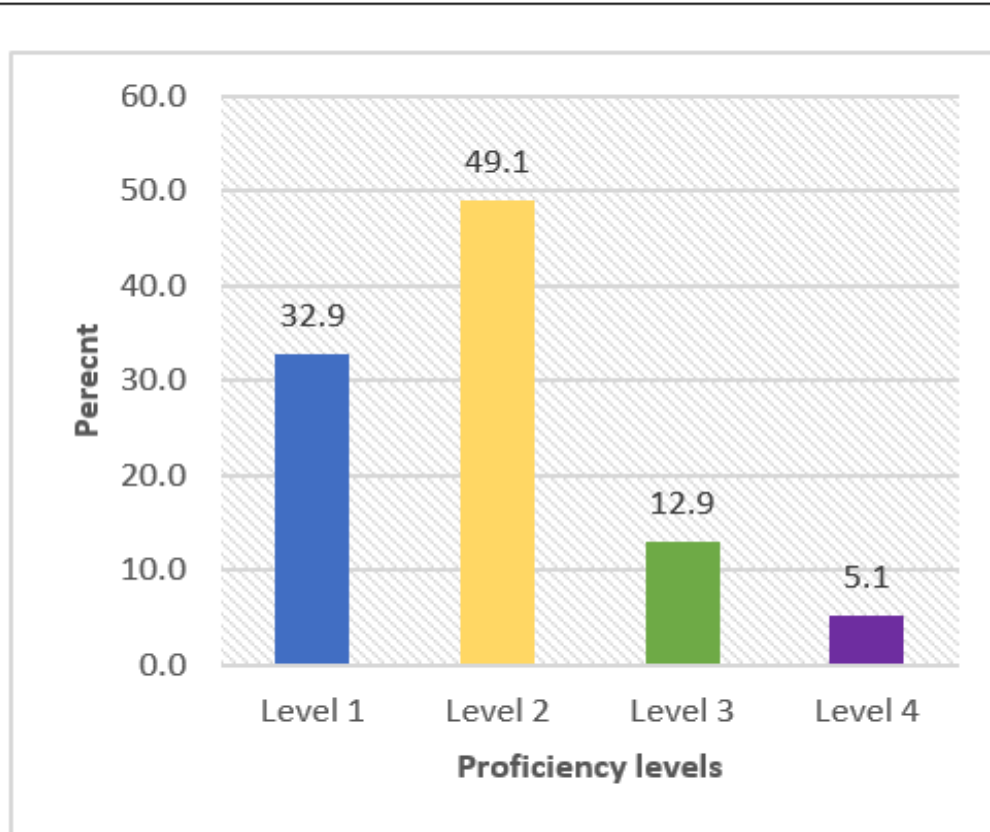
Sampling – Engagement of National Statistical Bureaus, multi-stage

Data collection – household based targeting in and out of school 13-17 yr old adolescents, administered by local volunteers/partners (higher qualifications)

Engagement – to begin the nurturing and teaching at household level

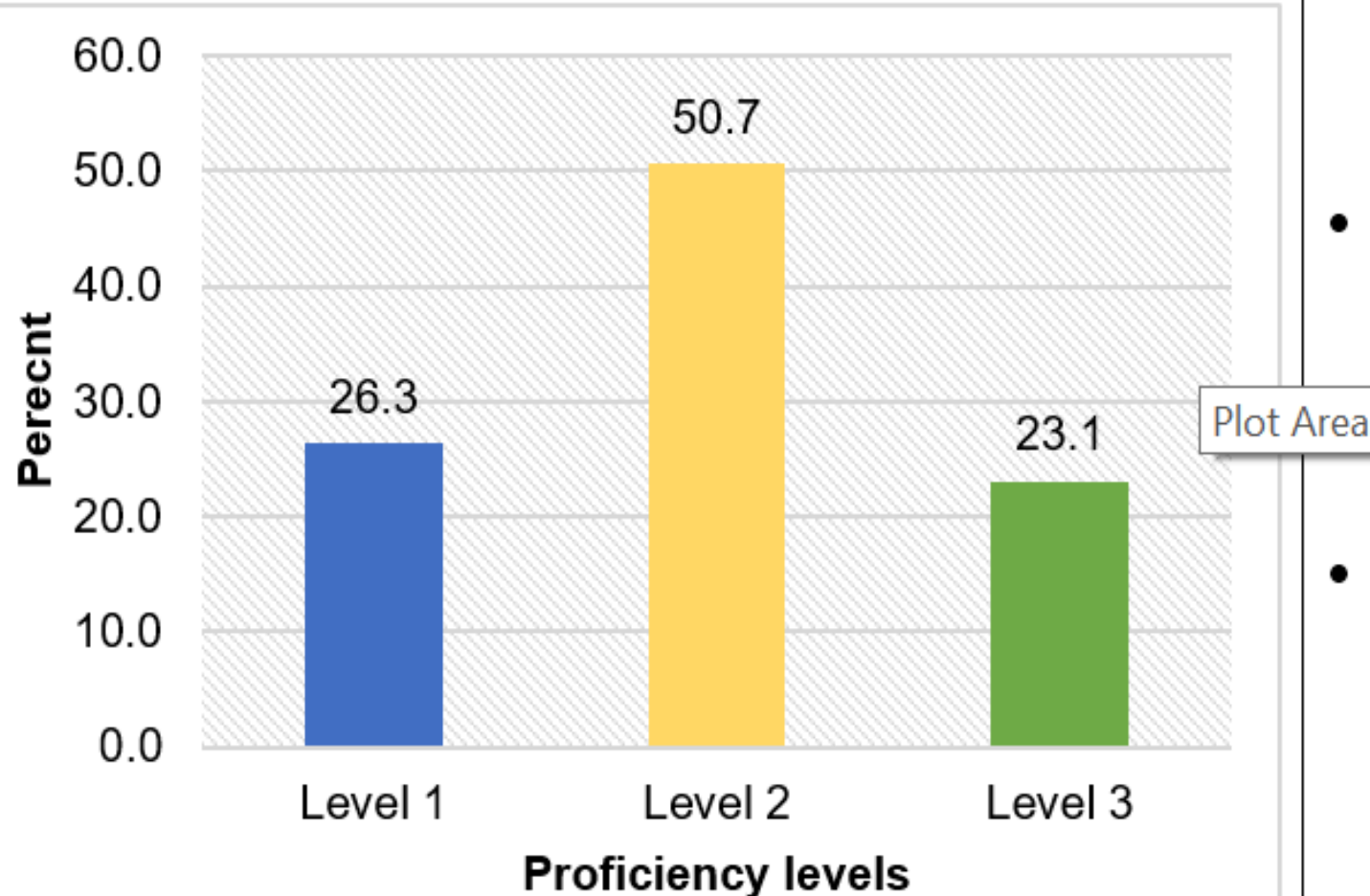
Data on proficiencies from ALiVE

Problem solving proficiency levels



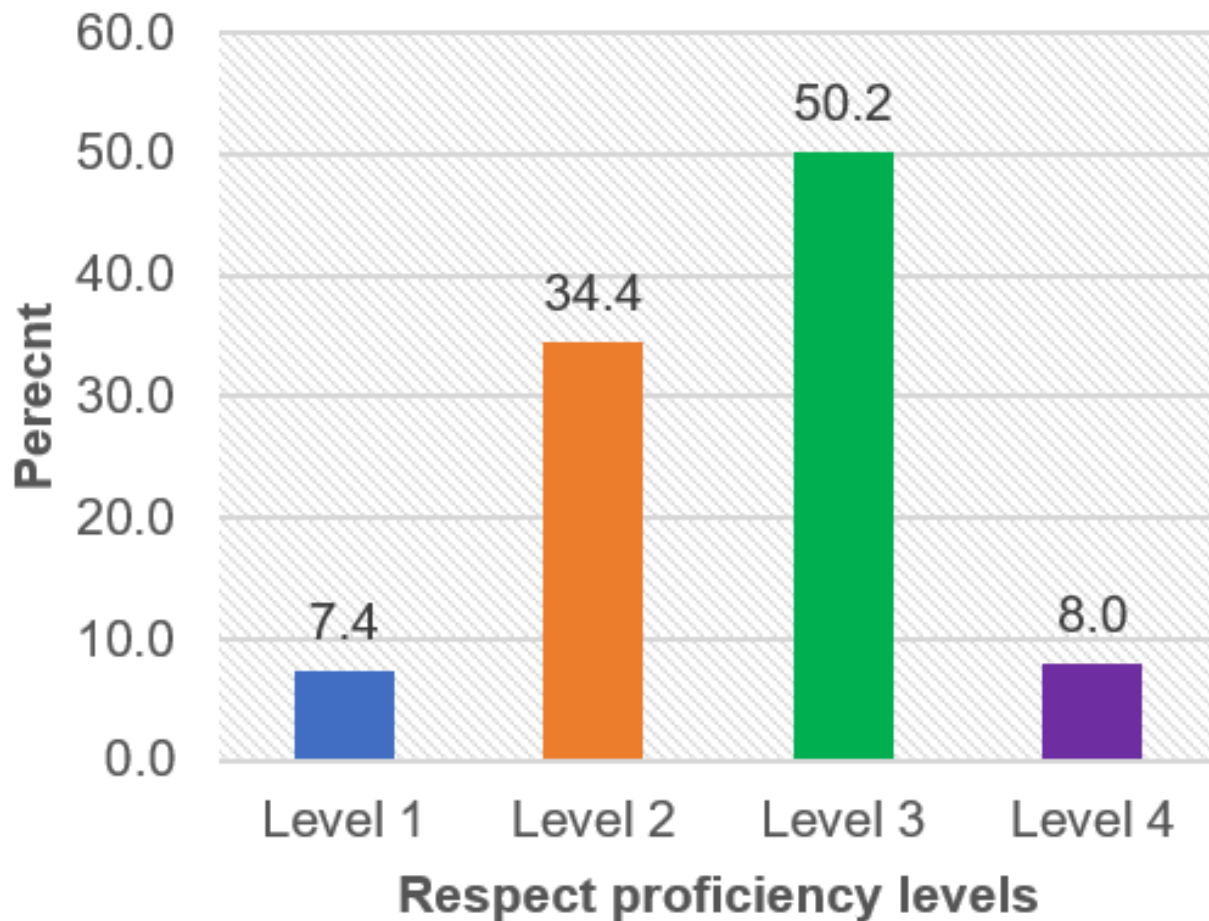
- **Level 1** - struggle to recognise a problem or its nature and therefore unable to identify possible solutions
- **Level 2** - able to recognise existence of a problem from one perspective, and act on that to identify a possible solution
- **Level 3** - able to recognise existence of a problem from one perspective, able to identify a main approach to solving the problem, and can justify it
- **Level 4** - able to recognise existence of a problem from multiple perspectives, with an understanding that there are multiple solutions to evaluate and select from.

Self-Awareness (Self-Management proficiencies)



- **Level 1** - unable to regulate negative emotions or responses.
- **Level 2** - able to control self in a negative or stressful situation through repression of emotion or avoidance.
- **Level 3** - sufficiently self-aware and confident to respond adaptively even when directly confronted or attacked.

Respect



- Level 1 - unable to respond in a relevant way.
- Level 2 - aware of infringement of rights, or of bad behaviour by one person toward another but does not 'call it out'.
- Level 3 - able to interpret bad behaviour as lack of respect for others or self, and may take conciliatory steps to resolve situations.
- Level 4 - aware of links between respect for property and respect for person, and will act in a respectful way

Learnings

Consider:

- The purpose of assessment – reflection is needed on the applicability of a household based approach
- The design of the assessment – impacts what can be measured, tools development, and scoring approach
- The context – relevant for administration of tools, sampling, target population

Thank you!

Contact Us!

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