



# **Assessment Policy The Gambia**

**Modou Touray**

**Assessment Unit**

**Ministry of Basic & Secondary Education**



# Outline of the Presentation

- Background
- Aims and objectives
- Policy development process
- Content of the policy
- Assessment policy alignment with other National policies

# Background

The rationale for the assessment policy was motivated by several factors among which are the following:

- The absence of guidelines /protocols to support teachers, education officers and policy makers, to conduct formative assessments in schools in order to support /inform teaching and learning;
- The absence of a simple assessment framework that non assessment specialists can understand and use in the Gambia;
- The lack of a coherent culture of the monitoring of assessment activities in schools so as to make aware the importance and necessity of such classroom based assessments;
- Lack of uniform standardized reporting and recording formats of assessment in these grades at school and cluster levels.

- ❖ **The policy was drafted in 2015 and will run through till 2022.**
- ❖ **Different education stakeholders participated in the development process of the policy.**

# Aims and Objectives

- The main aim of the policy is to develop and maintain an efficient and effective **assessment system** that will contribute to the improvement of quality education at all levels

The specific objectives of the policy includes:

- Establishing a standardised and uniform assessment system
- Improving accountability in the system by allowing all stakeholders to access and use assessment data and information.
- Empowering and providing teachers and students with opportunities to appreciate attainments and recognise weaknesses and how to improve on them.

# Policy Development Process

- There was intensive and extensive policy dialog in the form of consultations through meetings and working sessions among the stakeholder community
- These sessions generated feedback that provided the basis for the outline of the policy as well as the need to develop subsidiary documents on assessment protocols and monitoring guidelines.
- Series of drafts of these documents were produced and reviewed by stakeholders in an organized process culminating in the final version.

# Stakeholders involved

The following education stakeholders actively participated in the development of the assessment policy.

- School teachers
- Ministry of Education staff involved in standard settings, monitoring and evaluation, curriculum development and classroom management.
- Parents' representatives
- Development partners (UNICEF, NATCOM, NGOs etc)
- Teacher training institutions (Gambia College and University of the Gambia)
- Specialized Assessment Institutions (West African Examinations Council)
- Civil Society Organization (Gambia Teachers' Union, EFA Net).

# Content of the Policy

- Guiding principles, purpose, aims and objectives of assessment
- Policy priorities
- Policy implementation arrangements
  - ❑ Establish an Assessment Unit for the coordination of national assessments and examinations
  - ❑ Orientate and train practitioners on the understanding and use of the assessment protocols
  - ❑ Establish assessment committees and develop their terms of reference
  - ❑ Develop and implement assessment and examination data management system
  - ❑ Develop and utilize assessment and examination banks of items
  - ❑ Develop and implement standardization protocols for reliability and validity
  - ❑ Develop and implement a reward system linked to the Star System
  - ❑ Develop and enforce codes of ethics in the conduct of assessment
  - ❑ Develop and implement a remedial system to support low performing schools
  - ❑ Mobilize funding to support the implementation of this policy


# Content of the policy

- Institutional arrangements
- Implementation strategies
  - ❑ Assessment in the ECD setting
  - ❑ Assessment in LBS, UBS and SSS
  - ❑ Assessment for Candidates with Special Needs
  - ❑ Assessments in Non-Formal Education
- Financing
- Monitoring




# Impact and Relevance of the Policy

- The policy informed the establishment of the Assessment Unit which now collaborates with WAEC to coordinate all assessment activities for MoBSE.
- The Gambia's Assessment Policy provides a solid institutional basis for the effective use of learning data.
- The policy has encouraged to use assessment data for planning. (e.g. SIP development)
- It enhance the use of assessment data for curriculum reform, material development and policy decision.
- It informs the education sector on teacher in-service training and allocation.



# Supporting Documents to the Assessment Policy

- ▶ The monitoring framework and the assessment protocol are guiding documents to the assessment policy.
- ▶ These documents help to shape and direct the implementation of the assessment policy.



# Supporting Documents to the Assessment Policy

- ▶ The assessment protocol stipulates the processes and procedures of assessments at school, cluster, regional and national levels. It is designed to regulate and guide, educators, most especially teachers in the planning, preparation, administration, reporting and use of assessment data.
- ▶ The assessment framework/guideline provides a common basis for monitoring assessment practices at all levels to ensure a better commitment to implementing the ideas and processes highlighted in the assessment protocol.
- ▶ A set of performance and compliance indicators are provided to help verify the level and success of overall assessment practices and policy implementation.

# Assessment Policy Alignment with other National policies

- The guiding principles are in conformity with the national education policy of providing responsive, relevant and quality education for all Gambians.
- The assessment policy is guided by the pronouncement in the Education Policy which states that:

*“Assessment will include formal examinations, continuous assessment, routine and ad hoc diagnostic tests, and other forms of assessments will be based on the curriculum. Benchmarks will be established also to determine and monitor the standard of education across the basic and senior secondary levels in pursuit of excellence”*



Thank  
You

A 3D-style sign with the words "Thank You" in a white, bubbly font, set against a blue background. The sign is hanging from a thin, light-colored string. The sign has a slight shadow, giving it a three-dimensional appearance. The background of the sign is white, and the text is blue.