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CONFERENCIA SOBRE
DATOS Y **ESTADÍSTICAS**
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CONFÉRENCE SUR LES
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2024 CONFERENCE ON
EDUCATION DATA AND **STATISTICS**

**LEARNING ASSESSMENTS
THE KENYAN EXPERIENCE IN IMPLEMENTATION, CHALLENGES
AND OPPORTUNITIES**

**Epha Ngota
Kenya National Examinations Council**

Outline of the presentation

- Role of Learning Assessments

- Learning Assessments in Kenya

- Towards 2030 Concerns

- Structures in place

- Improving classroom practice

- Challenges and opportunities

The Role of Learning Assessments

High quality learning data is needed to guide policy makers

Inform policy and program planning on:

- Who needs help?

- What kind of help do students need?

Large-scale assessment programs should:

- Place student's reliably on a scale

- Identify key drivers to guide policies

- Identify unambiguous instructional responses to improve learning outcomes

- Track outcomes over time to check /detect progress.

Learning Assessments in Kenya

Use of learning assessment data enables:

- Checking quality in learning at critical tiers of the basic education

- For checking programmatic interventions

- Benchmarking with set standards and other countries

- To inform policy level interventions
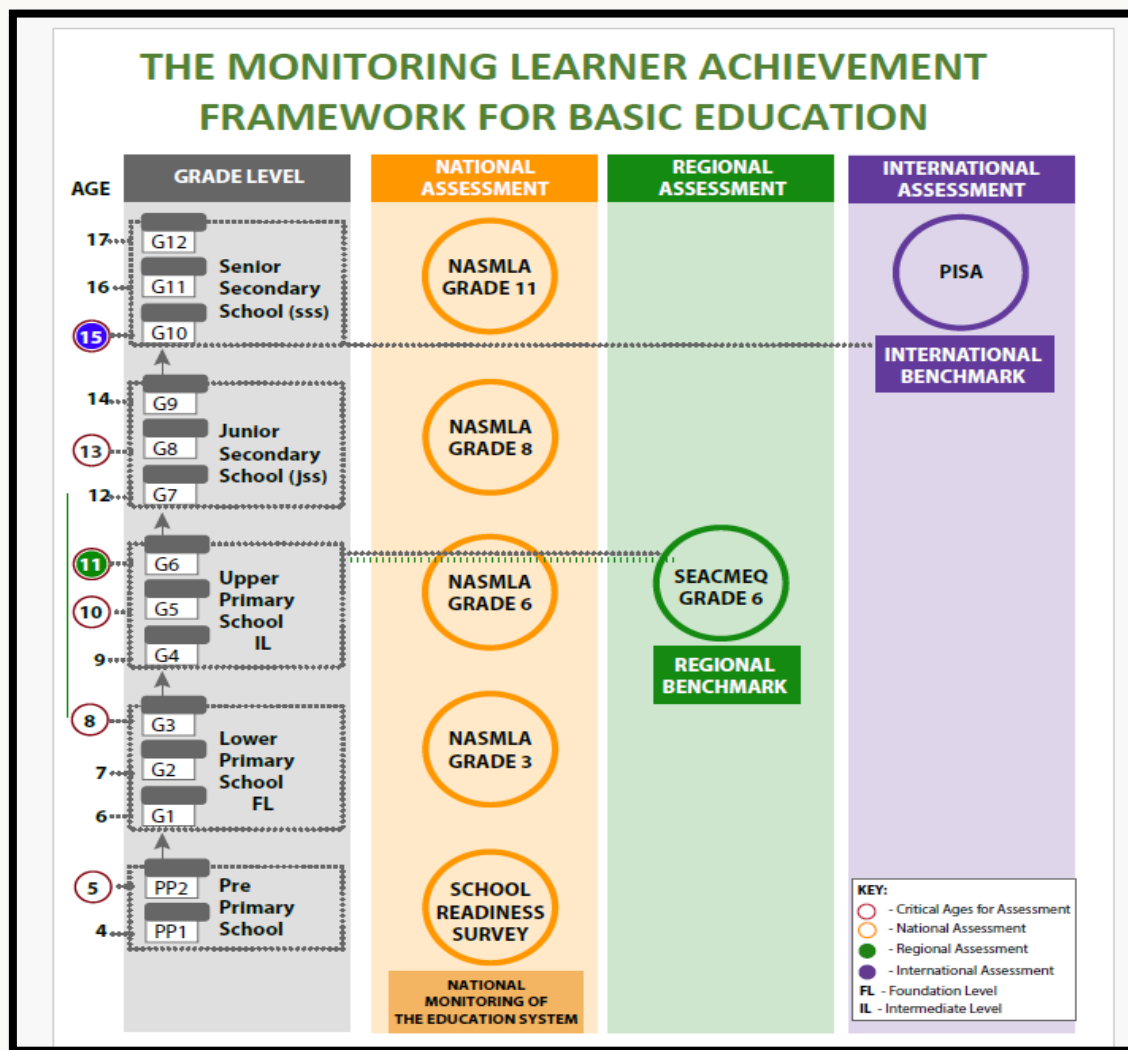
Towards 2030 Concerns

How much are children learning?

Are they meeting minimum proficiency levels?...And... are they **prepared for the future**?)

Solutions to make **schools green, connected, safe and healthy**

- Putting **inclusive and equitable education** first on the political agenda

- Technological advancements

- Integration of 21st Century skills : **Global competence**
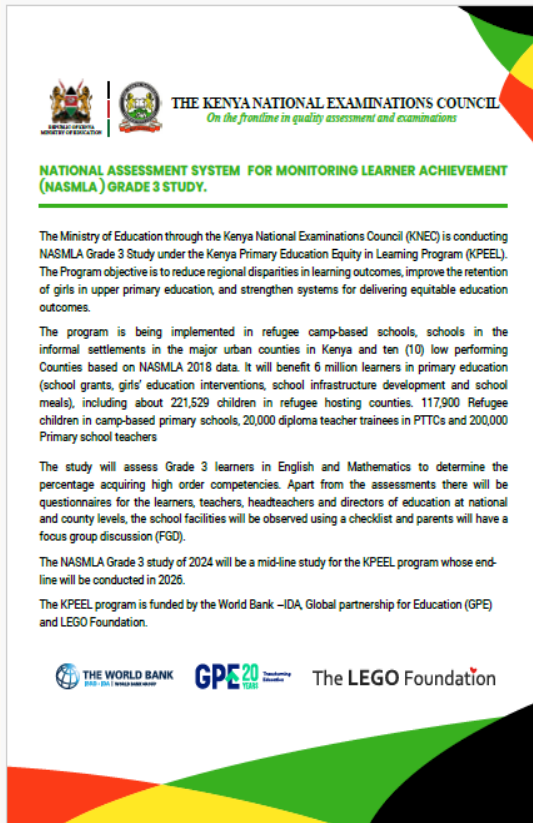
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Monitoring learner achievement framework:

THE MONITORING LEARNER ACHIEVEMENT FRAMEWORK FOR BASIC EDUCATION

Keeping stakeholders informed…

Structures in place

CORE TEAM

- A team 5 dedicated to coordinating learning assessments

- Based at the Kenya National Examinations Council

- Negotiates funding and seeks concurrence from MoE

TECHNICAL COMMITTEE

- Test Developers (English; Mathematics And Sciences)

- Research Officers

- ICTOfficers

- Diversity Officers /Equity Leaders

- Statisticians

CORE TEAM

Steering Committee

- MoE Directorate Heads

- MoE – Agencies

- Teachers' service commission

- National Treasury

- Key Stakeholders

CORE TEAM

TECHNICAL COMMITTEE

SDG4.1 reporting eligibility

Criterion 1 – is the assessment aligned to the MPL?	Mathematics and reading aligned to GPF & MPL
Criterion 2 – is there evidence that the items in the assessment have been reviewed qualitatively and quantitatively	Professional item development processes Item reviews Item statistics available
Criterion 3 – is the sample of learners that took the assessment representative of the population against which the results will be reporting?	Sample design Sample outcomes published
Criterion 4 – is there evidence that the assessment was administered in a standardised way?	Technical standards published Standardised manuals Test administrator training
Criterion 5 – are the outcomes of the assessment sufficiently reliable?	PV Reliability Mathematics: 0.899 Reading: 0.907

Purpose: Global reporting

AMPLab Study:

- SDG4 Reporting

- Assessment for MPL of below and end of primary level

- Guided by Global Proficiency Framework

- International commitments to report

Assessment for Minimum Proficiency Levels among Grade 6 Learners in Kenya

NATIONAL REPORT

REPUBLIC OF KENYA

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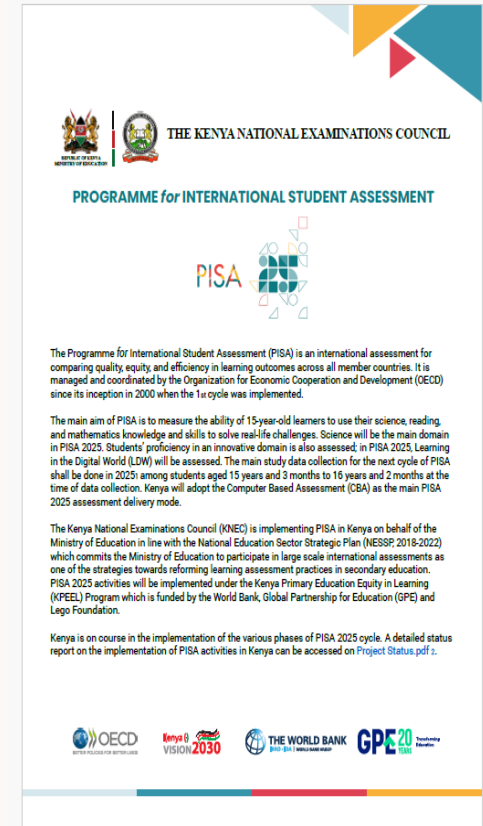
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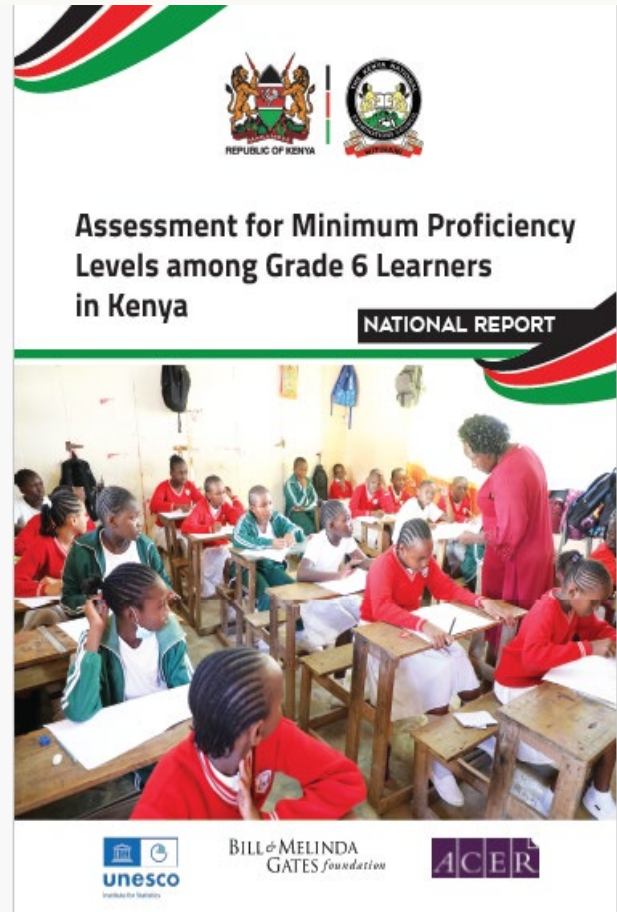
National Learning Assessment

- Directly linked with the national curriculum

- Provides gap and achievements of set national benchmarks / commitments

- Ensures disaggregated data collected by regions/ districts/ country

- Informs wider variety of issues

- Sampling design ensures all student have equal opportunity to participate

PURPOSE: National reporting

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Country contexts    │      │ Sampling is         │      │ Objectives align    │
│ should guide any    │ ──>  │ nationally          │ ──>  │ with the purpose of │
│ national reporting  │      │ representative      │      │ conducting the      │
│ as long as:         │      │                     │      │ national assessment │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘

┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ The analysis allows │      │ The domains         │      │ Technical standards │
│ for comparability   │ ──>  │ assessed allow for  │ ──>  │ are adhered to      │
│ (within and across  │      │ comparability       │      │                     │
│ countries)          │      │                     │      │                     │
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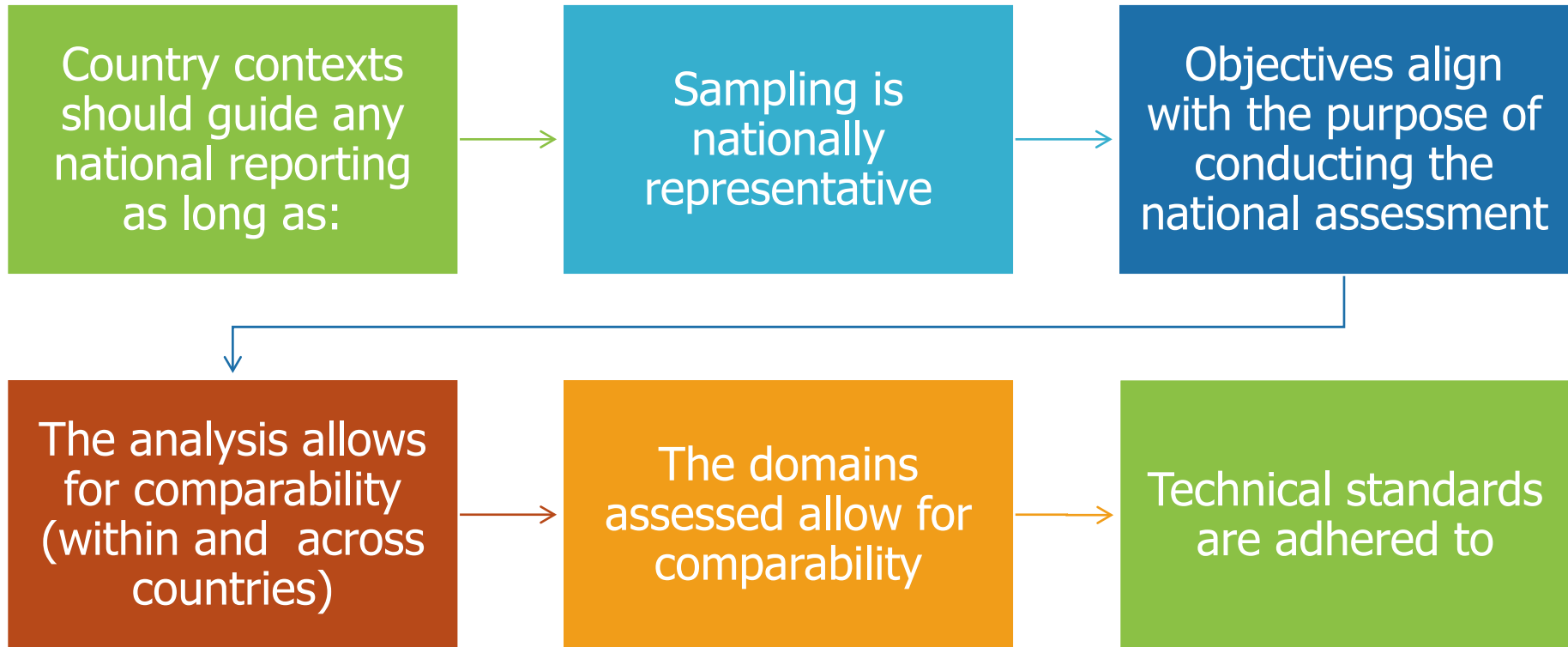
Using LA Lessons in the classrooms

Improving learning outcomes

- Only what is learnt in the classroom matters

School- Specific-Reporting

- Strengthening data systems and reaching the classroom with data on learning gaps should be the ultimate goal of any LA

- Using **census data on low stakes assessments** at Grade appropriate tiers to highlight **learning gaps** and suggest **subject specific remedies**

School - Specific Data

- School specific analysis reports developed since 2013 and uploaded onto the KNEC website-Schools Portal (www.Knec.ac.ke)

- All primary schools (public and private) can access the reports

- The schools are utilizing the reports to address the learning gaps identified

- Teachers continually embracing the culture of utilizing school specific feedback reports

- The reports are also used for preparing school improvement plans; setting school targets, peer teaching and instructional material procurement

Challenges

Assessing Learning Levels Regularly **(The Cost, Capacity, Data Analysis And Archiving)**

Donor Priorities Vs Country needs.

Developing Psychosocial Health and Wellbeing of Students.

Using Learning Assessment to Increase the efficiency of instruction.

Prioritising teaching and the fundamentals

THANK
YOU

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