

Four-Year B.Ed. Course Manual

Pedagogy (Differentiated Assessment for Early Grade)

















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FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

We are indebted to the Ministry of Education and the Ghana Tertiary Education Commission (GTEC) for the general support and specific helpful advice provided during production of the course manuals. Recognition and thanks must go to Chief Technical Advisor for T-TEL and Policy Advisor to the National Education Reform Secretariat, Akwasi Addae-Boahene, Prof. Mohammed Salifu, the Director General of GTEC and Mr. Jerry Sarfo the coordinator for the colleges of education, who in diverse ways supported during the course manual writing workshops.

In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is

In view of this philosophy, I will facilitate this course by/through

AUTHORS

PEDAGOGY 1

Pedagogy I

It has been observed that most teachers in Ghanaian early grade school settings use some forms of assessment strategies. Much of the assessment processes places emphasis on traditional assessment modes and objective based assessment. However, there are some assessment processes such as authentic or performance assessment, which is most appropriate to use at the early grade level, that requires some more attention in order to cater for the needs of all children. This course is thus designed to ensure that early grade student teachers are fully equipped to use differentiated assessment procedures that respect early grade learners diversity.

Course Title	DIFFER	DIFFERENTIATED ASSESSMENT FOR EARLY GRADE							
Course Code	PDE 221 Course Semester 2 Level: 200					Credit value: 3			
Pre-requisite	Inclusi	ve School-b	ased Inquiry	, Differentia	ited Learr	ing and	Curriculum Plann	ing in early grade	
Course Delivery Modes	Face- to- face: [V]	Practical activity:	Work- Based Learning: [√]	Seminars: []	Indeper Study: [e-learning opportunities: []	Practicum: []	
Course Description for significant learning (indicate NTS, NTECF, BSC GLE to be addressed)	The co assessin expecta process interpro assessin will be teacher process needs i issues creativi	The course is designed to expose early grade student teachers to basic concepts and principles of assessment in schools. It is also structured to enable them identify and apply the various forms and types of assessment to address the needs of diverse early grade learners in order to meet the grade level expectations and national assessment benchmarks. Student teachers will also be guided to examine various processes involved in planning and administering assessment in inclusive early grade learning settings and interpret results for instructional decision making. Current naturalistic or authentic assessment processes, assessment tools and building digital and manual portfolios will be explored. In this course, student teachers will be engaged using varying interactive techniques such as demonstrations, activities and discussions. They will be assessed through, projects and assignments among others. These are meant for early grade student teachers to acquire a repertoire of knowledge and skills to enable them apply appropriate techniques, processes and procedures to gather relevant data from differently abled early grade learners with diverse needs in inclusive and multi-grade setting in order to support their learning. The course will also explore issues within the context of Ghanaian core values, critical thinking, honesty, commitment and passion, creativity and informed citizenry, digital literacy as well as and lifelong learning (NTS 1c, 1e, 1f, 1g, 2a/NTECF).							
Course Learning Outcomes	On successful completion of the course, student teachers will be able to:					Indicators			
outonics	 demonstrate knowledge and understanding of the principles of differentiated assessment and basic concepts in assessment such as assessment, test, measurement and evaluation and the purposes of assessment (NTECF; NTS 3k, 3l, 3p). 				it and lation	 1.1 Examine the meaning and principles of differentiated assessment 1.2 Distinguish between the concepts assessment, test, measurement, evaluation and explain the scales of measurement. 1.3 Explain the general principles of assessment. 			
	 demonstrate understanding and use of assessment for learning/of learning and as learning through projects (NTECF; NTS 3k, 3l, 3m, 3p). 					 2.1 Explain the purposes of assessment 2.2 Describe and demonstrate the use of assessment for learning/ of learning and as learning through projects. 			
	3. demonstrate understanding of the grade level3.1 Distexpectations and assessment benchmarks for3.2 Distearly grade schools in Ghana(NTECF; NTS 3g, 3k,asse3l, 3p).3.3 Dist						 3.1 Distinguish between the types of assessment. 3.2 Discuss the barriers/weaknesses of continuous assessment and how they can be addressed 3.3 Discuss the grade level expectations and assessment barchmarks for early grade in Chapa 		
	comp objec variou	rehensive a tives and ou us domains	of learning i		e ans for	 assessment benchmarks for early grade in Ghana. 4.1 Formulate comprehensive and appropriate learning objectives and outcomes in line with the affective domain of learning in learning plans for early graders. 4.2 Formulate comprehensive and appropriate learning objectives and outcomes in line with the psychomotor domain of learning in learning in learning plans for early graders. 			

	devel tasks diver classr (NTE 6. dem refer inter	onstrate understanding, plan oping authentic/ performan , considering gender and lea se strengths in inclusive and rooms during supported tea CF; NTS 3k, 3l, 3p) . onstrate understanding and enced and criterion-reference oreting tests and manage da us aspects of the learners (N	ace assessment inners with multi-grade ching in schools use of norm- ced modes of ita gathered on	 5.1 Observe and evaluate the use of authentic/performance assessment tasks by their mentors during supported teaching in schools. 5.2 Design authentic/performance assessment tasks for early grade learners in inclusive and multi-grade classrooms during supported teaching in schools. 6.1 Collect data on various aspects of learners with different tools, analyse and use results to support learning of diverse learners during supported teaching in schools. 6.2 Design differentiated assessment tacks for learners 		
	Units	Topics:	Sub-topics (if a	with SEND teaching i 6.3 Demonstr reference	ate how norm-referenced and criterion- d modes of interpreting tests are used. Teaching and learning activities to	
					achieve learning outcomes	
Course Content: Differentiated Assessment in Basic Schools	1	Definition of terms and principles and nature of differentiated assessment	differentiated assessment; test; measurement and evaluation; scales of measurement		Tutor-led discussions on definition and nature of assessment; Individual and group presentations on nature of assessment; Concept mapping/cartooning on meaning and nature of assessment.	
	2	Principles and purposes of assessment in early grade			Teacher-led discussion on the meaning and principles of assessment; Individual and group presentations on purposes of assessment; Individual and group projects on classroom activities that suit assessment of learning (AoL), assessment as learning (AaL), and assessment for learning (AfL).	
	3	Types of assessment			Tutor-led discussion on types of assessment; Group presentation and discussion on characteristics, merits and demerits of continuous assessment; Concept mapping/cartooning on school- based, standards-based assessments, and national assessment benchmarks; Tutor-led discussion on grade level expectations for basic education in Ghana.	
	4	Taxonomies of educational objectives	The concept of outcomes; instr objectives; lear objectives; cog objectives, affe objectives and domain objecti profile dimensio	learning ructional ning nitive domain ctive domain psychomotor ves; the	Tutor-led and student-led discussions on the concept of learning outcomes and types of objectives; Individual and group presentations on cognitive, affective and psychomotor domains; Individual and group projects to design taxonomies of educational objectives.	

	5	Assessment procedures for early grade inclusive classrooms	Designing authentic/performance assessment; principles of fair assessment; GES approved assessment inventories; types of observation, checklists, rating scales, clinical interviews, conversation for assessing various skills across the domains of learning; gallery work; project development; task analysis; building of portfolios	Concept mapping/cartooning for meaning and characteristics of the types of authentic or performance assessment; Group presentations of how to plan and design authentic/performance assessment tasks for inclusive and multi-grade classrooms; tutor-led discussion on identification of various across the domains of early grade learners and designing inventories to gather information.				
	6	Data presentation and Interpretation of authentic assessment data	Norm-referenced and criterion criterion-referenced interpretation of data gathered across domains of learning; validity and reliability issues; types of feedback and how to use feedback.	Tutor-led discussion on interpretation of results from norm-referenced and criterion-referenced tests; analysis and presentation of data using appropriate applications; Student-led demonstration on how norm- referenced and criterion-referenced modes of interpreting results are used				
Course	Compo	nent 1: Subject Portfolio A	ssessment (30% overall score)	· · · · · · · · · · · · · · · · · · ·				
Assessment	 Selected items of students work (3 of them -10% each) = 30% 							
(Educative	 Midterm assessment = 20% 							
assessment:	 Reflective Journal = 40% 							
of, for and as	 Organisation of the subject portfolio = 10% (how it is presented /organised) 							
learning)	A group project on activitiesonassessment (i) for (ii) of and (iii) as learning for early graders; learning indicators for the activities and develop rubrics for scoring. (Core skills to be developed: critical thinking) Assesses Learning Outcomes: CLO 1, CLO 2 and CLO 3 (Units 1, 2 and 3) NTS addressed: 2a: Demonstrates familiarity with the education system and key policies guiding it. 2b:Has comprehensive knowledge of the official school curriculum, including learning outcomes							
			ent modes into teaching to supp					
				progress clearly to parents and learners.				
		monstrates awareness of na es objective criterion refere	ational and school learning outco	mes or learners.				
	-	nent 2:Subject Project: (30	0					
	compo	• • •	ment of aim and purpose of the	project - 10%				
	•		tudent teacher has done and why	y to achieve the purpose of the project =				
	•	Conclusion = 30%						
	(core s	kills to be developed: critica	l thinking, respect for diversity, o	ligital literacy, collaboration and				
	commu	inication, personal develop	ment)					
		es Learning Outcomes: CLO	4, 5 and 6 (Unit 4, 5 and 6)					
		dressed:						
			ts to improve teaching and learn					
			the education system and key po					
			of the official school curriculum,					
			ent modes into teaching to supp	-				
				progress clearly to parents and learners.				
			ational and school learning outco	mes of learners.				
	sh: nee	es objective criterion referen	icing to assess learners.					

	Component 3 : End of semester examinations = 40%
	Summary of Assessment Method: End of semester examination on units 2, 3, 4 and 6 (core skills to be
	developed: critical thinking, personal development)
	Assesses Learning Outcomes: CLO 2, 3, 4, 6 (Units 2, 3, 4, 6)
Teaching and	1. TESSA Online Educational Resources (<u>www.tessafrica.net</u>)
learning	T-TEL Modules (<u>www.t-tel.org</u>).
resources	3. Other Relevant Online Resources (<u>www.Tess-india.net</u> , <u>www.oerafrica.org,www.futureLearn.com</u> ,
	<u>www.telmooc.org</u> , <u>www.col.org, Khan</u> academy)
	4. The iBox (CENDLOS)
	5. YouTube videos
Required	Asamoah-Gyimah, K. & Anane, E. (n.d.). Assessment in basic schools. Cape Coast. Institute of Education.
references	Eshun, P. & Effrim, P. K. (2008). Basics in measurement, evaluation and statistics in education. Cape Coast:
	Yaci Publications
	Bagnato, S. J. (2007). Authentic assessment for early childhood intervention: Best
	practices. New York, NY: Guilford Press.
Additional	Alonge, M. F. (2004). Measurement and evaluation in education and psychology (2nd ed.). Ado-Ekiti:
Reading List ¹	Adedogo Pub. Co.
	Anastasi, A. (1982). Psychological testing (6th Ed.). New York: Macmillan Publishing Inc.
	Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks.
	Burke, J. & Larry, C. (2008). Educational research; Quantative, qualitative, and mixed approaches. USA: Sage
	Publication.
	Carey, L. M. (2001). Measuring and evaluating school learning. Boston: Allyn Bacon.
	Gronlund, E. (2003). Assessment of students achievement. (7th ed.). Boston: McGrawHill.
	Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall.
	Tamakloe, E. K. Amedahe, F. K., Atta, E. T. (2005). Principles and methods of teaching. Accra: Black Mask Ltd

Year of B.Ed. 3	Semester	2 PI	ace of less	on in semes	ter 1	2345678910) 11 12			
Title of Lesson	Principles and n	ature of diff	erentiated	lassessment	t	Lesson Duration	3 Hours			
Lesson description Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the lesson	understanding of assessment such assessment. It a context and pre This first lesson assessment con Student teacher in schools. Student teacher may have misco	The lesson is meant to prepare student teachers to demonstrate knowledge and understanding of the principles of differentiated assessment and basic concepts in assessment such as assessment, testing, measurement and evaluation and the purposes of assessment. It aims to assist them to apply these principles to assesses students in different context and prepare them for the Junior High School education. This first lesson introduces student teachers to the course learning outcomes and the 3 assessment components of the course. Student teachers have observed their mentors assessing students during supported teaching in schools. Student teachers may not have been practically involved in assessment during the STS and may have misconceptions about assessment. The have also taken a course in inclusive school-based inquiry and psychology to enable them appreciate the differences in learner characteristics and interest and readiness.								
Lesson Delivery – chosen to support student teachers in achieving the outcomes	appreciate the c Face-to-face [√]	Face-to-face Practical Work- Seminars Independent e-learning Practicum								
 Lesson Delivery - main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of 	 Face-to-face – Discussion; Concept mapping/cartooning on meaning and nature of assessment. e-learning opportunities – the use of on-line resources and digital devices. Seminars: student and /or tutor led discussion and reflections from STS experiences. Independent study: Individual and group presentations on nature of assessment Demonstrate an understanding of the principles and concepts of differentiated assessment in early grade schools (NTS 3k, 3l, 3p; NTECF p.46). 									
 the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes Learning Indicators Identify which cross cutting issues – cortransferable skills, inclusivity, equity a addressing diversit will these be addressed or developed?									
	CLO 1. Demonst knowledge, und of basic principle concepts in diffe assessment such assessment, tes measurement a evaluation and t of assessment (I 3p; NTECF p.46)	erstanding es and erentiated n as ting, nd the purpose NTS 3k, 3l,	s b c c c c c c c c c c c c c c c c c c		assessment haracteristics epts such as est, t, and s well as the ssessment. among est,	Communicatio through individ group present: Digital literacy on-line resourd digital devices. Personal devel Through prese developing of Equity and incl using various t groups mixed	n skills: dual and ations the use of ces and opment: ntation and arguments. usivity:			

				gender/ability etc and gender sensitive interactive strategies and illustrations in assessment.
Topic Title: Principles and nature of	Sub-topic	Stage/time	Teaching and learning activities to depending on the delivery mode collaborative group work or indep	selected. Teacher-led
differentiated assessment			Teacher Activity	Student Activity
	Introduction to the course manual	20 minutes	Face-to-face: Introduce student teachers to the Course Manual and discuss the various components including assessment procedures	Face-to-face: Participate in the discussion of various components of the course manual, take opportunity to ask questions about the Course Manual including assessment procedures. Outline their expectations and views about the mathematics course.
	Meaning and principles of differentiated assessment	20 minutes	Reviews RPK through questioning on how they observed their mentors assess learners during their STS and why assessment should be differentiated.	Share experiences on how mentors assessed learners during STS. Provide responses on why assessment should be differentiated drawing on their STS experiences and knowledge in psychology.
	Identification and explanation of characteristics and basic concepts		Guide student teachers to use their phones to search for the meaning of differentiated assessment or guide them by providing prompts from their supported teaching experiences. Let tutors think-pair and share Their views on the principles of differentiated	Use phones to search for the meaning of differentiated assessment or reflect on prompts provided or respond
		20 minutes	differentiated assessment. Use concept cartoons to initiate a discussion on meaning and characteristics of concepts such as assessment, test, measurement, and evaluation, as well as the purposes of assessment.	principles of differentiated assessment Engage in discussion of concepts.
	Differences among assessment, test, measurement, and evaluation.	1 hour	Independent learning Student teachers are assigned into four groups (mixed gender/ability) for group to research on assessment, test, measurement, and evaluation and present in class	Independent learning Student teachers participate actively in groups and present their report.
	Age appropriate differentiated assessment	50 minutes	Seminar: Use pyramid discussions to generate interactions on purposes of age appropriate	Seminar: Shares experiences with based on STS experiences

ntiated assessment, o meaningful tasks that eful learning. ins concepts clearly u uces and uses a varie e learning. TESSA Online Educa <u>tel.org</u>). Other Relevant Onl	questions and answers and summarise lesson lesson by responding questions. vidual and group presentation on principles and nature of conceptual distinctions and purposes of assessment. t encourages learner collaboration and leads to using examples familiar to students. ety of teaching and learning resources including ICT, to cational Resources (www.tessafrica.net). T-TEL Modules (www. time Resources (www.tessafrica.net, ty, www.futureLearn.com, www.telmooc.org, www.col.org, Kh	g to					
n Assessment: indiv ntiated assessment: indiv ntiated assessment, o meaningful tasks that eful learning. ins concepts clearly u uces and uses a varie e learning. TESSA Online Educa <u>tel.org</u>). Other Relevant Onl	Review key concepts through questions and answers and summarise lesson Participate in review lesson by responding questions. vidual and group presentation on principles and nature of conceptual distinctions and purposes of assessment. questions. t encourages learner collaboration and leads to using examples familiar to students. texto f teaching and learning resources including ICT, to rational Resources (www.tessafrica.net). T-TEL Modules (www.tessafrica.net, toww.futureLearn.com, www.telmooc.org, www.col.org, Kh	g to					
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www.oerafrica.org							
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 The iBox (CENDLOS) YouTube 							
	ane, E. (n.d.). Assessment in basic schools. Cape Coast. Institu	te of					
Education. Eshun, P. & Effrim, P. K. (2008). <i>Basics in measurement, evaluation and statistics in</i>							
lucation. Cape Coast:	•						
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cra: Black Mask Ltd		ci.i.i.g.					
M. F. (2004). Measu	urement and evaluation in education and psychology (2nd ed	.).					
do-Ekiti: Adedogo Pu	ıb. Co.						
si, A. (1982). Psycholo	ogical testing (6th ed.). New York: Macmillan Publishing Inc.						
Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks.							
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J	 Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed approaches. New York: Sage Publication. Carey, L. M. (2001). Measuring and evaluating school learning. Boston: Allyn Bacon. Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston: McGrawHill. Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall. Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra: K. 'N' B. Publishers. E-Assessment in Early grade Schools . Principles and nature of differentiated assessment 						

Year of B.Ed. 3	Semester	2 Pl	ace of less	on in semes	ter 1	2 3 4 5 6 7 8 9 1	0 11 12	
Title of Lesson	Principles, for learning	rms and pur	poses of a	assessment f	for/of and as	Lesson Duration	3 Hours	
Lesson description Previous student teacher	The lesson see early grade so junior high sol that guides he learning proce	The lesson seeks to explore the principles and purpose of different forms of as early grade school learners as well as managing transition from Early grade the junior high school level. The purpose is to assist the students to appreciate all that guides how assessment is conducted and how it is used to support the terming process especially for students with diverse needs. Student teachers have observed their mentors using different forms of assess						
knowledge, prior learning (assumed) Possible barriers to learning in		aching in s	chools. T		-	esson in basic of	-	
the lesson				Constructor	Indonendent		Due etieune	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [√]	Work- Based Leaning	Seminars [√]	Independent Study	e-learning opportunities used in facilitati	Practicum	
of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the	 Seminar: Student teachers work ontopics either individually or in groups for presentat on factors that influence curriculum development in Ghana Practical activity: Students are asked to study the B4-B6 curriculum and identify the various assessment components. Demonstrate knowledge and understanding of principles and purposes of assessment. (NTECF; NTS 3k, 3l, 3m, 3p). 						' the	
NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	Learning Outo	comes	Learn	ing Indicato	rs	Identify which cutting issues transferable sl inclusivity, equ addressing div will these be a or developed?	– core and kills, uity and ersity. How ddressed	
	CLO 2. knowledge, u and use of as learning/of le as learning projects (NTE 31, 3m, 3p).	sessment fo earning an g throug	g fo g fo h Lu s, fo • D • C a fo • U a	or Learning (iscuss the pu arious forms ssessment; reate variou ctivities undo prms of asses se different	ssment: f Learning ment as), Assessment AfL); urposes of the of s assessment er the different ssment	Communicatio through quest answers. Digital literacy the internet fo information or be discussed. Personal devel Through semir discussions. Equity and inc application of to design asses various early g with diverse le Critical thinkin varying forms assessment	ions and r: Surfing r relevant themes to opment: nar lusivity: principles ssment for rade pupils arners g: create	

Topic Title: Principles and purposes of	Sub-topic	Stage/time	Teaching and learning activities to depending on the delivery mode				
assessment		_	collaborative group work or independent.				
			Teacher Activity	Student Activity			
	General principles of assessment	20 minutes	Face-to-face Explores RPK through questioning. Tutor guides students to review basic concepts in assessment.	Face-to-face Provides relevant responses for questions			
		30 minutes	 (PD theme 2) Face-to-face Teacher-led discussion using think, pair share on the meaning and three forms of assessment; Teacher lead class to examine the differences among the forms assessment. 	Face-to-face Participate in discussions through questions and answers base on their STS experiences.			
	Purposes of assessment; Assessment of Learning (AoL), Assessment as Learning	1 hour	Practical activity and seminar Put student into small groups and guide purposes of the assessment: forms Assessment of Learning (AoL), Assessment as Learning (AaL), Assessment for Learning (AfL);	Practical activity Student teachers Work in their groups to examine purpose of assessment			
	(AaL), Assessment for Learning (AfL);		Let groups present on purposes of assessment. Move round various groups to provide support where necessary (PD theme 4)	Groups present findings to whole class			
		1 hour	Practical activity and Seminar Guide student teachers to work in their small mixed ability groups to create various activities of the assessment forms under selected topics from the early grade Guide them to examine the assessment practices provided in the syllabuses and critique. This should be presented in the next lesson	Seminar Randomly selected groups present to the whole class. Groups compare with what they have and critique. Work in their small mixed ability groups to examine assessment practices provided in the early grade curriculum and present during the next lesson.			
	Closure	10 minutes	Review key aspects and summarise lesson through questions and answers	Respond to questions to review lesson			
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	questions and Group work of syllabus unde presented an NTS k) Integrates of I) Listens to le	other members to ask and AoL provided in the be addressed should be c. CLO 2 upport learning. otions, referring learners					

	n) Keeps meaningful records of every learner and communicates progress clearly to
	parents and learners.
	o) Demonstrates awareness of national and school learning outcomes of learners.
	p) Uses objective criterion referencing to assess learners.
Instructional Resources	TESSA Online Educational Resources (<u>www.tessafrica.net</u>)
	T-TEL Modules (<u>www.t-tel.org</u>).
	Other Relevant Online Resources (<u>www.Tess-india.net</u> ,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan
	academy)
	The iBox (CENDLOS)
	YouTube
	Transforming Teacher Education and Learning (2016). Group work: Professional
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i>
	development guide for tutors. Accra. Ministry of
	• Education (<u>www.t-tel.org</u>).
	Other Relevant Online Resources (<u>www.Tess-india.net</u> ,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan
	academy)
	Early grade school Curriculum and syllabuses
Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). Assessment in basic schools. Cape Coast. Institute
	of Education.
	Eshun, P., & Effrim, P. K. (2008). Basics in measurement, evaluation and statistics in
	education. Cape Coast: Yaci Publications
	Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). Principles and methods of teaching.
	Accra: Black Mask Ltd
Additional Reading List	Alonge, M. F. (2004). Measurement and evaluation in education and psychology (2nd ed.).
	Ado-Ekiti: Adedogo Pub. Co.
	Anastasi, A. (1982). Psychological testing (6th ed.). New York: Macmillan Publishing Inc.
	Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks.
	Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed
	approaches. New York: Sage Publication.
	Carey, L. M. (2001). <i>Measuring and evaluating school learning</i> . Boston: Allyn Bacon.
	Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston: McGrawHill.
	Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall.
	Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra: K.
	'N' B. Publishers.
CPD needs	The Pre-tertiary Curriculum and its assessment components. Developing activities under
	AoL/AfL and AaL

Year of B.Ed. 3	Semester	2 P	Place of less	son in semes	ter 12	2 3 4 5 6 7 8 9 1	0 11 12		
Title of Lesson	Types of ass	essment				Lesson Duration	3 Hours		
Lesson description	This lesson aims to prepare students to demonstrate knowledge and understanding of the grade level expectations and assessment benchmarks for basic schools in Ghana. It is also structured to enable them identify and apply the various types of assessment to address the needs of diverse learners in order to meet the grade level expectations and national assessment benchmarks. Student teachers have knowledge and understanding of the principles and purpose of								
Previous student teacher knowledge, prior learning (assumed)	assessment. exposed the	Moreover, m to the ear	they had lygrade so	the opportu chool curricu	nity of embark	e principles and ing on STS activ ssment compone	vities which		
Possible barriers to learning in the lesson	Students hav	Students have not prepared test items before.							
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [√]	Work- Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities [√]	Practicum		
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of 	on types of assessment. e-learning opportunities – use mobile phones and other digital devices to look for information online for presentations on types of assessment. Independent study: student teachers engage with relevant and appropriate curriculum to identify various types of assessment. Practical Activity: Group presentation and discussion on characteristics, merits and demerits of the various types of assessment. demonstrate knowledge and understanding of the types of assessment and assessment benchmarks for basic schools in Ghana (NTS 3g, 3k, 3l, 3p; NTECF).								
 the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Ou	tcomes	Learn	ing Indicator	s	Identify which cutting issues - transferable sk inclusivity, equ addressing div will these be a developed?	- core and ills, ity and ersity. How		
	CLO 3. demo knowledge a understandi assessment level expecta assessment for basic sch (NTS 3g, 3k, NTECF).	and ng of types of and the grac ations and benchmarks ools in Ghar	of a de • E o na a e C d	f diagnostic a chool-based nd standards ssessment viscuss the m	summative haracteristics assessment; assessment; -based	Communicatio through group presentations Digital literacy the internet fo information or be discussed. Personal devel Appreciation o assessment in delivery Respect and di	: Surfing r relevant themes to opment: f educational		

Topic Title:			 Examine the differences between the former objective-based and current standards based early grade curriculum. Discuss the grade level expectations and assessment benchmarks for early grade pupils in Ghana. Discuss the advantaged and challenges in the use of standards based assessment in Ghana and how they can be addressed 	Designing Assessment for all early grade students with diverse background for Diversity, Equity and inclusivity
Types of assessment	Sub-topic	Stage/time	depending on the delivery mode s collaborative group work or indep Teacher Activity	elected. Teacher-led
	Introductio n to types of assessment.	40 minutes	 Face-to-face Reviews RPK using questioning to explore student teachers understanding (PD theme 2) Select groups at random to present last week's assignment. Let them use comments to revise work for final submission for scoring in week five 	 Provide relevant answers to questions posed. Present last week's assignment and revise for submission in week 5 for scoring
	Formative assessment and types of formative assessment	40 minutes	e-learning opportunities: Guides students to use mobile phones and other digital devices to look for information online on formative assessment and types of formative assessment and share their answers in class. Guide them to provide relevance examples from their experience during STS	e-learning opportunities: Student teachers use mobile phones and other digital devices to look for information online on formative assessment and types of formative assessment and share their answers in class. Share some experience from STS
	Characterist ics, merits and demerits of continuous assessment	40 minutes	Face-to-face Leads discussion on meaning and characteristics of continuous assessment. Guide student teachers to search for information using their phones Use pyramid discussion to initiate discussion on merits and demerits. Let two big groups formed from the pyramid appoint representatives to debate	Face-to-face Search for information on meaning of CA using their phones and share Two big groups formed from the pyramid appoint representatives to debate merits and demerits: Whether CA is necessary or unnecessary
	Objective based and standards based curriculum	30 minutes	Practical Activity: Leads discussions using concept mapping/cartooning and assist students to work in pairs or small mixed ability groups on	Practical Activity: Student teachers work in pairs or small groups on assigned task and share their answers.

			similarities and differences	
			between the Objective based	
			and standards based curriculum	
			and present to class random.	
			Soft copies or hard copies of the	
			curricula should be made	
			available to students	
			(PD theme 2, 3, 4)	
	Grade level	10 minutes	Guides student teachers to go	Go through early grade
	expectation		through the early grade	curriculum to identify and
	s for early		curriculum identify and share the	share grade expectations
	grade		grade expectations for early	for early grade learners
	pupils and		grade pupils and national	and national assessment
	national		assessment benchmarks	benchmarks
	assessment benchmarks			
	Strengths	15 minutes	Put student teachers into pairs	Work in pairs or smaller
	and	15 minutes	or smaller groups to start	groups on Strengths and
	challenges		working on Strengths and	challenges of the use of
	of the use		challenges of the use of	standards based
	of standards		standards based curriculum in	curriculum in Ghana and
	based		Ghana and how they can be	how they can be
	curriculum		addressed.	addressed. Share
	in Ghana		Let them share preliminary ideas	preliminary ideas and
	and how		and present full details in next	present full details in next
	they can be		lesson	lesson
	addressed			
	Closure	5 minutes	Review key points through questions and answers	Provide responses for review of key point in the
				lesson.
Lesson assessments –	In-lesson Ass	essment: Grou	p presentation on various tasks assi	
evaluation of learning: of, for	In-lesson Asso 3	essment: Grou	p presentation on various tasks assi	
evaluation of learning: of, for and as learning within the	3 Presentation	of reflections c	 p presentation on various tasks assign on the standards-based assessment i	gned during the lesson. CLO
evaluation of learning: of, for	3	of reflections c		gned during the lesson. CLO
evaluation of learning: of, for and as learning within the	3 Presentation to examined i	of reflections c		gned during the lesson. CLO
evaluation of learning: of, for and as learning within the	3 Presentation to examined i NTS	of reflections c n week 9	on the standards-based assessment i	gned during the lesson. CLO n Ghana to part of portfolio
evaluation of learning: of, for and as learning within the	3 Presentation to examined i NTS k) Integrates a	of reflections on week 9 a variety of ass	on the standards-based assessment i essment modes into teaching to sup	gned during the lesson. CLO n Ghana to part of portfolio
evaluation of learning: of, for and as learning within the	3 Presentation to examined i NTS k) Integrates a I) Listens to le	of reflections on week 9 a variety of ass arners and giv	on the standards-based assessment i essment modes into teaching to sup es constructive feedback.	gned during the lesson. CLO n Ghana to part of portfolio port learning.
evaluation of learning: of, for and as learning within the	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a	of reflections on n week 9 a variety of ass arners and giv and remediate	on the standards-based assessment i essment modes into teaching to sup	gned during the lesson. CLO n Ghana to part of portfolio port learning. ions, referring
evaluation of learning: of, for and as learning within the	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a learners whos	of reflections on n week 9 a variety of ass arners and giv and remediate se needs lie ou	on the standards-based assessment i essment modes into teaching to sup es constructive feedback. s learners' difficulties or misconcept	gned during the lesson. CLO n Ghana to part of portfolio port learning. ions, referring
evaluation of learning: of, for and as learning within the	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a learners whos n) Keeps mea parents and le	of reflections of n week 9 a variety of ass varners and giv and remediate se needs lie ou ningful records earners.	on the standards-based assessment i essment modes into teaching to sup es constructive feedback. s learners' difficulties or misconcept tside the competency of the teacher s of every learner and communicates	gned during the lesson. CLO n Ghana to part of portfolio port learning. ions, referring c. s progress clearly to
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evaluation of learning: of, for and as learning within the lesson	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a learners whos n) Keeps mea parents and le o) Demonstra p) Uses object	of reflections of n week 9 a variety of ass barners and giv and remediate se needs lie ou ningful records earners. tes awareness tive criterion re	on the standards-based assessment is essment modes into teaching to sup es constructive feedback. s learners' difficulties or misconcept tside the competency of the teacher s of every learner and communicates of national and school learning outco eferencing to assess learners.	gned during the lesson. CLO n Ghana to part of portfolio port learning. ions, referring c. s progress clearly to
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evaluation of learning: of, for and as learning within the lesson	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a learners whos n) Keeps mea parents and le o) Demonstra p) Uses objec • TESSA Or • T-TEL Mo • Other Re <u>www.oer</u> academy • The iBox	of reflections of n week 9 a variety of ass arners and giv and remediate se needs lie ou ningful records earners. tes awareness tive criterion re bline Education redules (<u>www.t-</u> levant Online F <u>africa.org,wwy</u>	on the standards-based assessment i essment modes into teaching to sup es constructive feedback. s learners' difficulties or misconcept tside the competency of the teacher s of every learner and communicates of national and school learning outo eferencing to assess learners. al Resources (<u>www.tessafrica.net</u>) <u>tel.org</u>). Resources (<u>www.Tess-india.net</u> ,	gned during the lesson. CLO n Ghana to part of portfolio port learning. ions, referring s progress clearly to comes of learners.
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evaluation of learning: of, for and as learning within the lesson	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a learners whos n) Keeps mea parents and le o) Demonstra p) Uses object • TESSA Or • T-TEL Mo • Other Re <u>www.oer</u> academy • The iBox • YouTube • Transforr <i>developm</i> • Education • Other Re <u>www.oer</u>	of reflections of n week 9 a variety of ass barners and giv and remediate se needs lie ou ningful records earners. tes awareness tive criterion re line Education odules (<u>www.t-</u> levant Online F <u>africa.org,www</u>) (CENDLOS) ming Teacher E nent guide for t n (<u>www.t-tel.or</u> levant Online F <u>africa.org,www</u>)	on the standards-based assessment is essment modes into teaching to sup es constructive feedback. s learners' difficulties or misconcept tside the competency of the teacher s of every learner and communicates of national and school learning outo <u>eferencing to assess learners.</u> al Resources (<u>www.tessafrica.net</u>) <u>tel.org</u>). Resources (<u>www.Tess-india.net</u> , <u>w.futureLearn.com</u> , <u>www.telmooc.o</u> ducation and Learning (2016). <i>Group</i> <i>tutors</i> . Accra. Ministry of Education (ducation and Learning (2016). <i>Ques</i> <i>tutors</i> . Accra. Ministry of rg).	gned during the lesson. CLO n Ghana to part of portfolio oport learning. ions, referring c. s progress clearly to comes of learners. rg, www.col.org, Khan o work: Professional www.t-tel.org). tioning: Professional
evaluation of learning: of, for and as learning within the lesson	3 Presentation to examined i NTS k) Integrates a I) Listens to le m) Identifies a learners whos n) Keeps mea parents and le o) Demonstra p) Uses object • TESSA Or • T-TEL MO • Other Re <u>www.oer</u> academy • The iBox • YouTube • Transforr <i>developm</i> • Education • Other Re	of reflections of n week 9 a variety of ass barners and giv and remediate se needs lie ou ningful records earners. tes awareness tive criterion re line Education odules (<u>www.t-</u> levant Online F <u>africa.org,www</u>) (CENDLOS) ming Teacher E nent guide for t n (<u>www.t-tel.or</u> levant Online F <u>africa.org,www</u>)	on the standards-based assessment is essment modes into teaching to sup es constructive feedback. s learners' difficulties or misconcept tside the competency of the teacher s of every learner and communicates of national and school learning outo <u>eferencing to assess learners.</u> al Resources (<u>www.tessafrica.net</u>) <u>tel.org</u>). Resources (<u>www.Tess-india.net</u> , <u>w.futureLearn.com</u> , <u>www.telmooc.o</u> ducation and Learning (2016). <i>Group</i> <i>tutors</i> . Accra. Ministry of Education (ducation and Learning (2016). <i>Ques</i> <i>tutors</i> . Accra. Ministry of rg). Resources (<u>www.Tess-india.net</u> ,	gned during the lesson. CLO n Ghana to part of portfolio oport learning. ions, referring c. s progress clearly to comes of learners. rg, www.col.org, Khan o work: Professional www.t-tel.org). tioning: Professional

Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). <i>Assessment in basic schools</i> . Cape Coast. Institute of Education. Eshun, P., & Effrim, P. K. (2008). <i>Basics in measurement, evaluation and statistics in education</i> . Cape Coast: Yaci Publications Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> . Accra: Black Mask Ltd
Additional Reading List	 Alonge, M. F. (2004). Measurement and evaluation in education and psychology (2nd ed.). Ado-Ekiti: Adedogo Pub. Co. Anastasi, A. (1982). Psychological testing (6th ed.). New York: Macmillan Publishing Inc. Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks. Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed approaches. New York: Sage Publication. Carey, L. M. (2001). Measuring and evaluating school learning. Boston: Allyn Bacon. Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston: McGrawHill. Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall. Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra: K. 'N' B. Publishers.
CPD needs	The Pre-tertiary curriculum Curriculum and its assessment components.

Year of B.Ed. 3	Semester	Semester 2 Place of lesson in semester				1 2 3 /	4 5 6 7 8 9 10) 11 12
Title of Lesson	Taxonomies of educational objectives (Revised version by A and Krathwohl, 2001)					erson	Lesson Duration	3 Hours
Lesson description	comprehensive domains of lea criteria in writ develop approp during STS	This lesson aims to prepare students to demonstrate understanding and use comprehensive and appropriate learning objectives and outcomes in relation to the vario domains of learning in learning plans. It is planned to assist student teachers to apprecia criteria in writing learning objectives in their learning plans to enable them provide develop appropriate assessment practices to address indictors/objectives in the curriculu						the various appreciate provide or curriculum
Previous student teacher knowledge, prior learning (assumed)	Student teache early grade sch	ool curricul	um and le	sson plans.	ing on STS act	tivities	which expos	ed them to
Possible barriers to learning in the lesson	Students have r	not prepare	d lesson pl	an before				
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to-face [√]	Practical Activity [√]	Work- Based Leaning	Seminars []	Independen Study [√]		earning portunities]	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face – I on concept of le Independent st identify and ma Practical Activity educational obj	earning out c udy: studer ike presenta ty: Group pr	comes and nt teachers ations on c	types of obj engage with ognitive, affe	ectives. n relevant and ective and psy	d appro	opriate curric otor domains	ulum to
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 		demonstrate understanding and use of comprehensive and appropriate learning objectiv (NTECF; NTS 3k, 3l, 3p).						_,
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outco	Learning Outcomes Learning Indicators				Identify which cross cuttin issues – core and transferable skills, inclusiv equity and addressing diversity. How will these b addressed or developed? Communication skills:		
	understanding comprehensive appropriate lea objectives and relation to the domains of lear learning plans (3k, 3l, 3p) .	and use of and rning outcomes ir various rning in	56 0 • Ff 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	numerate th etting learnir bjectives. ormulate ap earning objec utcomes und arious doma earning in lea lans.	ng propriate ctives and der the ins of	throu Perso Learn doma Respe Learn outco variou in lea Devel when practi indica	gh group pre mal developn ing about dif	sentations nent: ferent sity: s and vith the f learning inking skills assessment ss tions or

Topic Title: Taxonomies of educational objectives	Sub-topic	Stage/time	Teaching and learning activities to depending on the delivery mode s collaborative group work or indep Teacher Activity	elected. Teacher-led
	Introduction	20 minutes	Face-to-face Select groups randomly to present last week's assignment. Reviews RPK using questions and answers on their experiences with STS and their observations about lesson plans they came in contact with. (PD theme 2)	Selected groups present last week's assignment. Provide relevant answers to questions posed and applying the knowledge gained during STS.
	The concept of learning outcomes and types of objectives (behavioural and learning)	40 minutes	Face-to-Face: Leads discussions using concept mapping/cartooning and assist students to appreciate the concept of learning outcomes and types of objectives; (PD theme 2, 3, 4). Students are grouped into mixed ability and discusses the types of objectives	Face-to-Face: Student teachers participate in lesson and use their STS experience to answer questions Students participate in groups and share their STS experiences.
	Types of Domains (cognitive, affective and psychomotor)	60 minutes	Independent Study: Individual study and group presentations on cognitive, affective and psychomotor domains (PD theme 2, 3, 4). Students are grouped into mixed ability and discusses the various domains	Independent Study: Student teachers participate in group activities
	Educational Objectives (cognitive domain objectives, affective domain objectives and psychomotor domain objectives)	50 minutes	Practical Activity: Teacher provides and discusses samples of educational objectives/indicators from the Pre-tertiary curriculum. Student are supported in groups of mixed ability to work on projects to write indicators/ objectives for selected topics	Practical Activity: Students participate in groups and share what they have written.
	Closure	10 minutes	Review key points and summarise lesson through questions and answers. Give a reading assignment on stages in classroom testing	Respond to questions to review key points

Lesson assessments –	In-lesson Assessment: Group presentation of assigned tasks during lessons CLO 4						
evaluation of learning: of,	Student work on writing indicators for selected topics and assessment practices (AoL,						
for and as learning within	AaL,AfL) that can be used to address the indicators to be submitted in the 5 week for scoring.						
-	Aac, Aic) that can be used to address the indicators to be submitted in the 5 week for scoring.						
the lesson							
Instructional Resources	TESSA Online Educational Resources (<u>www.tessafrica.net</u>)						
	 T-TEL Modules (<u>www.t-tel.org</u>). 						
	Other Relevant Online Resources (www.Tess-india.net,						
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan						
	academy)						
	The iBox (CENDLOS)						
	YouTube						
	Transforming Teacher Education and Learning (2016). Group work: Professional						
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).						
	 Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i> 						
	development guide for tutors. Accra. Ministry of						
	 Education (www.t-tel.org). 						
	Other Relevant Online Resources (<u>www.Tess-india.net</u> ,						
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan						
	academy)						
Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). Assessment in basic schools. Cape Coast. Institute of						
Required Text (core)	Education.						
	Eshun, P., & Effrim, P. K. (2008). Basics in measurement, evaluation and statistics in						
	education. Cape Coast: Yaci Publications						
	Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> .						
	Accra: Black Mask Ltd						
Additional Reading List	Alonge, M. F. (2004). <i>Measurement and evaluation in education and psychology</i> (2nd ed.).						
Additional Reading List	Ado-Ekiti: Adedogo Pub. Co.						
	Anastasi, A. (1982). <i>Psychological testing</i> (6th ed.). New York: Macmillan Publishing Inc.						
	Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks.						
	Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed						
	approaches. New York: Sage Publication.						
	Carey, L. M. (2001). <i>Measuring and evaluating school learning</i> . Boston: Allyn Bacon.						
	Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston: McGrawHill.						
	Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall.						
	Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra: K.						
	'N' B. Publishers.						
CPD needs	Mapping indicators in the early grade curriculum to the domains on objectives						
CI D IICCU3	mapping indicators in the early grade curricularity of the domains on objectives						

Year of B.Ed. 3 S	emester	2 P	lace of les	son in semes	ter 1	234 5 67891	0 11 12
Title of Lesson			-	ives (Revised	version by	Lesson Duration	3 Hours
Lesson description	Anderson and Krathwohl, 2001) Duration This lesson aims to prepare students to demonstrate understanding and use comprehensive and appropriate learning objectives and outcomes in relation to the various domains of learning in learning plans. It is planned to assist student teachers appreciate criteria in writing learning objectives in their learning plans to enable the provide or develop appropriate assessment practices to address indictors/objectives in the statement of the provide of the provi					tion to the teachers to nable them	
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in	to early gra the taxono	achers had t ade school c mies of obje	urriculum a ctives		ans. They have	ctivities which ex also treated som	
the lesson							-
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [V]	Practical Activity [√]	Work- Based Leaning	Seminars []	Independent Study[√]	e-learning opportunities []	Practicum
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	 Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons on concept of learning outcomes and types of objectives. Independent study: student teachers engage with relevant and appropriate curriculum identify and make presentations on cognitive, affective and psychomotor domains. Practical Activity: Group presentation and discussion on projects to design taxonomies educational objectives. demonstrate understanding and use of comprehensive and appropriate learning objectives (NTECF; NTS 3k, 3l, 3p). 					rriculum to ins. onomies of g	
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O	utcomes	Learn	ing Indicator		Identify which cro issues – core and transferable skills, equity and addres diversity. How will addressed or deve	inclusivity, sing these be
	compreher appropriate objectives in relation domains of	ding and use nsive and e learning and outcome to the variou f learning in ans (NTECF;	of s c • F es la is c v	inumerate th etting learnin objectives. formulate app earning object butcomes und rarious doma earning in lea olans.	ng propriate ctives and der the ins of arning	Communication sk through group pre Personal developr Learning about dif domains. Respect and divers Learning objective outcomes in line v various domains o in learning plans. Develop critical th when developing a practices to addre indicators/expecta objectives in the c	esentations nent: ferent sity: s and vith the f learning inking skills assessment ss ations or

Topic Title: Taxonomies of educational objectives	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
objectives			Teacher Activity	Student Activity		
	Introduction	20 minutes	Face-to-face Select groups randomly to present last week's assignment. Reviews RPK using questions and answers on their experiences with STS and their observations about lesson plans they came in contact with. (PD theme 2)	Selected groups present last week's assignment. Provide relevant answers to questions posed and applying the knowledge gained during STS.		
	The concept of learning outcomes and types of objectives (behavioural and learning)	40 minutes	Face-to-Face: Leads discussions using concept mapping/cartooning and assist students to appreciate the concept of learning outcomes and types of objectives; (PD theme 2, 3, 4). Students are grouped into mixed ability and discusses	Face-to-Face: Student teachers participate in lesson and use their STS experience to answer questions Students participate in groups and share their STS experiences.		
	Types of Domains (cognitive, affective and psychomotor)	60 minutes	the types of objectives Independent Study: Individual study and group presentations on cognitive, affective and psychomotor domains (PD theme 2, 3, 4). Students are grouped into mixed ability and discusses the various domains	Independent Study: Student teachers participate in group activities		
	Educational Objectives (cognitive domain objectives, affective domain objectives and psychomotor domain objectives)	50 minutes	Practical Activity: Teacher provides and discusses samples of educational objectives/indicators from the Pre-tertiary curriculum. Student are supported in groups of mixed ability to work on projects to write indicators/ objectives for selected topics	Practical Activity: Students participate in groups and share what they have written.		
	Closure	10 minutes	Review key points and summarise lesson through questions and answers. Give a reading assignment on stages in classroom testing	Respond to questions to review key points		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	A group projec graders; learnin (Core skills to l Assesses Learn NTS addressed	 In-lesson Assessment: Group presentation of assigned tasks during lessons CLO 4 A group project on activities on assessment (i) for (ii) of and (iii) as learning for early graders; learning indicators for the activities and develop rubrics for scoring. (Core skills to be developed: critical thinking) Assesses Learning Outcomes: CLO 1, CLO 2 and CLO 3 (Units 1, 2 and 3) NTS addressed: 2a: Demonstrates familiarity with the education system and key policies guiding it. 				

Instructional Resources	 outcomes 3k: Integrates a variety of assessment modes into teaching to support learning. 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. 3o: Demonstrates awareness of national and school learning outcomes of learners. 3p: Uses objective criterion referencing to assess learners. TESSA Online Educational Resources (www.tessafrica.net)
	 T-TEL Modules (<u>www.t-tel.org</u>). Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org,www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy) The iBox (CENDLOS) YouTube Transforming Teacher Education and Learning (2016). <i>Group work: Professional</i> <i>development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i> <i>development guide for tutors</i>. Accra. Ministry of Education (<u>www.t-tel.org</u>). Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org,www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy)
Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). <i>Assessment in basic schools</i> . Cape Coast. Institute of Education. Eshun, P., & Effrim, P. K. (2008). <i>Basics in measurement, evaluation and statistics in</i> <i>education</i> . Cape Coast: Yaci Publications Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> . Accra: Black Mask Ltd
Additional Reading List	 Alonge, M. F. (2004). <i>Measurement and evaluation in education and psychology</i> (2nd ed.). Ado-Ekiti: Adedogo Pub. Co. Anastasi, A. (1982). <i>Psychological testing</i> (6th ed.). New York: Macmillan Publishing Inc. Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks. Burke, J. & Larry, C. (2008). <i>Educational research: Quantitative, qualitative, and mixed approaches</i>. New York: Sage Publication. Carey, L. M. (2001). <i>Measuring and evaluating school learning</i>. Boston: Allyn Bacon. Gronlund, E. (2003). <i>Assessment of students' achievement</i>. (7th ed.). Boston: McGrawHill. Nitko, A. J. (2001). <i>Educational assessment of students</i> (3rd ed.). New Jersey: Prentice-Hall. Onivehu, A. O. & Amoah, S. A. (2002). <i>Essentials of measurement and evaluation</i>. Accra: K.
CPD needs	Mapping indicators in the early grade curriculum to the domains on objectives

Year of B.Ed. 3	Semester	2 P	Place of les	son in semes	ter 1	234567891	0 11 12
Title of Lesson	Assessment	procedures	for early g	ade inclusive	e classrooms I	Lesson Duration	3 Hours
Lesson description	develop tas promote th	This lesson is designed to equip student teachers with techniques and skills to enable the develop tasks and projects for early grade learners in inclusive classrooms. This was promote the monitoring and gathering of data on individual learners for instruction decision making.					
Previous student teacher knowledge, prior learning (assumed)	mentors ass	igned projec		lect data for is during STS	r child study ar	nd have also ob	served how
Possible barriers to learning in the lesson	Large class s	sizes					
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [√]	Work- Based Leaning	Seminars []	Independent Study [√]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	on concept on Independen identify and Practical Ac educational	of learning o at study: stud make prese tivity: Group objectives.	utcomes a dent teache ntations or presentat	nd types of o ers engage w n cognitive, a ion and discu	bjectives. ith relevant and ffective and psy ission on project	e used in facilitat appropriate cur chomotor domai ts to design taxo	riculum to ns. nomies of
 what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	considering	CLO 5 demonstrate understanding, and use of contemporary data collection approaches considering gender and learners with diverse strengths in inclusive and multi-grade classrooms during supported teaching in schools (NTECF; NTS 3k, 3l, 3p).					
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Ou	itcomes	Learn	ing Indicato	rs	Identify which cutting issues transferable sl inclusivity, equ addressing div will these be a developed?	– core and kills, uity and ersity. How
	CLO 5 demo understandi contempora collection ap considering learners wit strengths in multi-grade during supp in schools (N 31, 3p).	ng, and use iny data oproaches gender and h diverse inclusive an classrooms orted teachi	of learn learn pupil: repor d	e socio-cultu ing approach ing of selecte s during STS a t for assessm	to track the ed early grade and submit	Communicatic through group presentations Personal deve Learning abou domains. Respect and d Learning objec outcomes in li various domai learning in lea Critical thinkin developed dur item writing.	lopment: t different iversity: tives and ne with the ns of rning plans. g

Topic Title: Assessment procedures for early grade inclusive classrooms	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
			Teacher Activity	Student Activity		
	Introduction	20 minutes	Review RPK of student teachers through questions on tools used for child study etc.	Respond to questions during review.		
	Principles of fair assessment in early grade	40 minutes	Face-to-face and e-learning Guide student teachers to explore the meaning of fair assessment and how it can be ensured in early grade education	Face-to-face and e- learning Participate in discussion and share ideas and experiences from STS		
	learning stories approach and socio-cultural approach	90 minutes	Practical activity Use talk for learning approaches to review student teachers understanding of learning stories and socio-cultural approach. Let them practice their use in class. Guide them to build on what they did in level 100. Let work in pairs to track the learning journey of a selected child from their school of practice using the two approaches. Report should be part of portfolio to be assessed	Practical activity Participate in activity and work in pairs on an identified early grade pupil and present report later.		
	Conclusion	30 minutes	Let paired groups present their in lesson tasks for class to comment. Review and summarize key points in lesson	Present in-lesson tasks and respond to comments		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	Semester project Work in pairs to I approaches NTS 3 k) Integrates a va I) Listens to learn m) Identifies and learners whose n n) Keeps meaning parents and learn o) Demonstrates	to be part of Develop report riety of assess ers and gives of remediates le eeds lie outsid gful records of ners. awareness of	sentation of tasks assigned in the portfolio to be scored : on a selected early grade pupil/ ment modes into teaching to sup constructive feedback. arners' difficulties or misconcept le the competency of the teacher every learner and communicates national and school learning outo rencing to assess learners.	pupils using any of the two oport learning. ions, referring c. s progress clearly to		
Instructional Resources	 TESSA Online T-TEL Moduli Other Releva www.oerafri academy) The iBox (CEI YouTube Transforming 	E Educational F es (<u>www.t-tel.</u> Int Online Reso ca.org,www.fu NDLOS) g Teacher Educ	Resources (<u>www.tessafrica.net</u>)	p work: Professional		

	 Transforming Teacher Education and Learning (2016). <i>Questioning: Professional development guide for tutors</i>. Accra. Ministry of Education (<u>www.t-tel.org</u>). Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org,www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy)
Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). <i>Assessment in basic schools</i> . Cape Coast. Institute of Education. Eshun, P., & Effrim, P. K. (2008). <i>Basics in measurement, evaluation and statistics in education</i> . Cape Coast: Yaci Publications Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> . Accra: Black Mask Ltd
Additional Reading List	 Alonge, M. F. (2004). Measurement and evaluation in education and psychology (2nd ed.). Ado-Ekiti: Adedogo Pub. Co. Anastasi, A. (1982). Psychological testing (6th ed.). New York: Macmillan Publishing Inc. Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks. Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed approaches. New York: Sage Publication. Carey, L. M. (2001). Measuring and evaluating school learning. Boston: Allyn Bacon. Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston: McGrawHill. Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall. Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra: K.
CPD needs	Authentic/performance assessment. Learning stories and social cultural approach

Year of B.Ed. 3	Semester	2 Pl	ace of less	on in semes	ter 1	234567893	10 11 12	
Title of Lesson	Assessment procedures for early grade inclusive classrooms				e classrooms II	Lesson Duration	3 Hours	
Lesson description	This lesson is designed to equip student teachers with techniques and skills to enable them develop tasks and projects and also develop various data collection tools for early grade learners in inclusive classrooms. This will promote the monitoring and gathering of data on individual learners for instructional decision making.							
Previous student teacher	Student have used various to collect data for child study and have also observed how							
knowledge, prior learning	mentors assigned projects and tasks during STS							
(assumed)								
Possible barriers to learning	Large class sizes							
in the lesson								
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independent	e-learning	Practicum	
support student teachers in	face [V]	Activity	Based	[]	Study [V]	opportunities		
achieving the outcomes		[1]	Leaning		,[.]	[]		
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Face-to-face – Discussion, lecturette, think, pair share should be used in facilitating lessons on concept of learning outcomes and types of objectives. Independent study: student teachers engage with relevant and appropriate curriculum to identify and make presentations on cognitive, affective and psychomotor domains. Practical Activity: Group presentation and discussion on projects to design taxonomies of educational objectives. 							
 what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	considering gender and learners with diverse strengths in inclusive and multi-grade classrooms during supported teaching in schools (NTECF; NTS 3k, 3l, 3p).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outo	Learn	ing Indicato	rs	Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or developed?			
	CLO 5 demonstrate understanding, and use of data collection tools and procedures considering gender and learners with diverse strengths in inclusive and multi-grade classrooms during supported teaching in schools (NTECF; NTS 3k, 3I, 3p).		f of obs be use 5.2 Us tools t learne	5.1 examine the different types of observation and how they can be used during STS.5.2 Use various data collection tools to gather data on early learners for informed instructional decision making.		Communication skills: through group presentations Personal development: Learning about different domains. Respect and diversity: Learning objectives and outcomes in line with the various domains of learning in learning plans. Critical thinking developed during test item writing.		

Topic Title: Assessment procedures for early grade inclusive classrooms	Sub-topic	Stage/time	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
	lates dusting 20 minutes		Teacher Activity	Student Activity		
	Introduction	20 minutes	Review RPK of student teachers through questions on tools used for child study etc.	Respond to questions during review of RPK		
	Data collection techniques	2 hours	Independent learning Review student teachers knowledge on the two basic types of observation learnt in level 100. Let them expand their search to other types and present to whole class for comments	Independent learning Express views on the two basic types of observation learnt in level 100. Expand your search to other types and present to whole class for comments		
			Practical activity Guide student teachers to work in pairs on one of the following GES approved assessment inventories; checklists, rating scales, clinical interviews, conversation, gallery work; project development; task analysis. Student teachers describe the tool, explain their purpose, provide sample where necessary and explain how they can be used.	Practical activity Work in pairs on one of the following GES approved assessment inventories. Describe the tool, explain their purpose, provide sample where necessary and explain how they can be used.		
			Remind them to use any of these for their project in school related problems under guidance and counselling course.	Use any of these for their project in school related problems under guidance and counselling course.		
	Conclusion	30 minutes	Let paired groups present their in lesson tasks for class to comment. Review and summarize key points in lesson	Present in-lesson tasks and respond to comments		
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	 In-lesson Assessment: Pair presentation of tasks assigned in the course of the lesson. CLO 5 Semester project to be part of portfolio to be scored Use any of the tools in the school related problems project in the guidance and counselling course NTS 3 k) Integrates a variety of assessment modes into teaching to support learning. I) Listens to learners and gives constructive feedback. m) Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher. n) Keeps meaningful records of every learner and communicates progress clearly to parents and learners. o) Demonstrates awareness of national and school learning outcomes of learners. p) Uses objective criterion referencing to assess learners. 					
Instructional Resources	 TESSA Online Educational Resources (<u>www.tessafrica.net</u>) T-TEL Modules (<u>www.t-tel.org</u>). Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org,www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy) The iBox (CENDLOS) 					

	 YouTube Transforming Teacher Education and Learning (2016). Group work: Professional development guide for tutors. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). Questioning: Professional development guide for tutors. Accra. Ministry of 				
	• Education (<u>www.t-tel.org</u>).				
	 Other Relevant Online Resources (<u>www.Tess-india.net</u>, 				
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan				
	academy)				
Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). <i>Assessment in basic schools</i> . Cape Coast. Institute of Education.				
	Eshun, P., & Effrim, P. K. (2008). Basics in measurement, evaluation and statistics in				
	education. Cape Coast: Yaci Publications				
	Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> . Accra: Black Mask Ltd				
Additional Reading List	Alonge, M. F. (2004). <i>Measurement and evaluation in education and psychology</i> (2nd ed.). Ado-Ekiti: Adedogo Pub. Co.				
	Anastasi, A. (1982). <i>Psychological testing</i> (6th ed.). New York: Macmillan Publishing Inc. Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks.				
	Burke, J. & Larry, C. (2008). <i>Educational research: Quantitative, qualitative, and mixed approaches</i> . New York: Sage Publication.				
	Carey, L. M. (2001). <i>Measuring and evaluating school learning</i> . Boston: Allyn Bacon. Gronlund, E. (2003). <i>Assessment of students' achievement</i> . (7th ed.). Boston: McGrawHill.				
	Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall.				
	Onivehu, A. O. & Amoah, S. A. (2002). <i>Essentials of measurement and evaluation</i> . Accra: K. 'N' B. Publishers.				
CPD needs	Authentic/performance assessment. Learning stories and social cultural approach				

Year of B.Ed. 3 S	emester	2 P	lace of les	son in semes	ster 12	234567 8 91	0 11 12	
Title of Lesson	Reliability a	ind validity c	of classroor	m- based Ass	essment	Lesson Duration	3 Hours	
Lesson description	The lesson is designed to expose student teachers to the basic characteristics of classroom assessment. This entails the determination of the reliability of validity of assessment conducted to enable it generated the kind of evidences required to for meaningful decision making in diverse learning environments. This will thus equip student teachers with the skills required to construct projects that measure what they are supposed to measure in early grade learning environments.							
Previous student teacher knowledge, prior learning (assumed)	They have also observed the administration and scoring of exercises in their schools of practice. Student may not understand the how to determine the reliability and validity of							
Possible barriers to learning in the lesson	projects/ta	sks				-	-	
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face[√]	Practical Activity [√]	Work- Based Leaning	Seminars []	Independent Study [√]	e-learning opportunities []	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	 Face-to-face: Discussion, lecturette, think, pair share should be used in facilitating lessons on various inclusive settings in the classroom. Independent study: student teachers engage with relevant and appropriate curriculum and discusses the procedures for planning inclusive classroom tests and assessments. Practical Activity: Group presentation on procedures for planning inclusive classroom tests and assessments. Demonstrate the understanding of the planning process in assessment taking into 							
 what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	consideration the diverse group of learners and the reliability and validity of assessment procedures (NTECF; NTS 3f, 3g, k, l, n, m, o, p).							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O			Learning Indicators		Identify which cutting issues transferable s inclusivity, eq addressing di How will thes addressed or	– core and kills, uity and versity. e be developed?	
	understand planning pr assessment considerati group of lea reliability a assessment	0	se r in se r f f e in e in v v v v v t	 reliability and validity Examine the factors that improve and influence reliability and validity of tests Apply basic methods for estimating reliability of tests in early grade learning environment Examine the factors that improve and influence validity of tests 			Communication skills: through group presentations Personal development: individual and group presentations Respect and diversity: construct test to assess learners with different characteristics Critical thinking: developing test items for learner with different characteristics	

Topic Title: Planning classroom tests and assessment: Reliability and	Sub-topic	Stage/time	Teaching and learning activities depending on the delivery mod collaborative group work or inc	e selected. Teacher-led
validity of performance-based			Teacher Activity	Student Activity
assessment	Introduction	30 minutes	Review student teachers RPK through questions. Guide them to exchange last week's assignment amongst themselves and mark. Link comments to the days lesson	Exchange last week's assignment amongst yourself and mark.
		20 minutes	Face-to-face and e-learning Uses lecturette to introduce topic. Guides student teachers to use their phones in searching for the meaning of reliability and validity of . Let them share their findings	Face-to-face and e- learning Participate in discussion and use phones in searching for the meaning of reliability and validity. Share your findings
		30 minutes	Practical activity & independent learning Guides student teachers to think-pair and share their views on factors that improve and influence reliability of tests. Draw on their experiences from STS. Select pairs at random for them to share their findings and make inputs to enrich discuss.	Practical activity & independent learning think-pair and share views on factors that improve and influence reliability of tests. Draw on your experiences from STS. Selected pairs share their findings
		40 minutes	Face-to-face and independent learning Use lecturette to introduce and explain the basic methods for estimating reliability of tests in early grade learning environment: Test-retest method Equivalent forms method Split half method Use case studies and practical illustrations to stimulate discussions on how methods are applied	Face-to-face and independent learning Examines cases provided to explain illustrate and stimulate discussions on how methods are applied in early grade classrooms
		30 minutes	 Practical activity Guides student teachers to think-pair and share their views on factors that improve and influence validity of tests. Draw on their experiences from STS. Select pairs at random for them to share their findings and make inputs to enrich discuss. 	 Practical activity think-pair and share views on factors that improve and influence validity of tests. Draw on experiences from STS. Selected pairs share their findings
		25 minutes	Face-to-face and independent learning Use lecturette to introduce and explain the categories of validity evidences and how to apply them in decision. They	Face-to-face and independent learning Participate in discussing The various validity evidences using case studies and practical

				111
			are:Content-related validity	illustrations
			 Content-related validity evidence 	
			Criterion-related validity	
			evidence	
			Construct-related validity	
			evidence	
			• Use case studies and	
			practical illustrations to	
			stimulate discussions on	
			how methods are applied.	
		5 minutes	Review key issues in the	Provide response to
			lesson and summarise	questions posed during
				review and summary of
				lessons.
Lesson assessments –	In-lesson Asse	essment: in less	on tasks on item analysis. CLO 6	
evaluation of learning: of, for and as learning within the	Topic troated	will be accorrec	d as part of a quiz in week 9.	
lesson	Topic treated	will be assessed	as part of a quiz in week 9.	
	NTS 3			
		variety of asse	ssment modes into teaching to su	pport learning.
		•	s constructive feedback.	
	m) Identifies a	nd remediates	learners' difficulties or misconcep	tions, referring
	learners whose	e needs lie outs	side the competency of the teache	er.
		-	of every learner and communicate	es progress clearly to
	parents and le			
			of national and school learning out	comes of learners.
Instructional Resources			ferencing to assess learners.	
Instructional Resources		dules (<u>www.t-te</u>	l Resources (<u>www.tessafrica.net</u>)	
			esources (<u>www.Tess-india.net</u> ,	
			.futureLearn.com, <u>www.telmooc.</u> d	org. www.col.org. Khan
	academy)		<u> </u>	······································
		CENDLOS)		
	YouTube			
	Transform	ning Teacher Ed	lucation and Learning (2016). Grou	ıp work: Professional
	developm	ent guide for tu	itors. Accra. Ministry of Education	(www.t-tel.org).
		-	lucation and Learning (2016). Que	stioning: Professional
			itors. Accra. Ministry of	
		(<u>www.t-tel.org</u>		
			esources (<u>www.Tess-india.net</u> ,	1 1/1
	academy)	-	.futureLearn.com, www.telmooc.o	org, <u>www.coi.org, Knan</u>
Required Text (core)	,,		e, E. (n.d.). Assessment in basic sc	hools Cane Coast Institute
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	Eshun, P., & Ef	ffrim, P. K. (200	8). Basics in measurement, evalua	tion and statistics in
		pe Coast: Yaci P		
	Tamakloe, E. K	K. Amedahe, F. I	K., & Atta, E. T. (2005). Principles c	and methods of teaching.
	Accra: Black N			
Additional Reading List	-		ement and evaluation in education	n and psychology (2nd ed.).
	Ado-Ekiti: Ade	0		
			gical testing (6th ed.). New York: N	-
	, , ,	•	ment and evaluation in education ducational research: Quantitative,	
		ry, C. (2008). <i>Ed</i> lew York: Sage I		quantative, and mixed
			ig and evaluating school learning.	Boston: Allyn Bacon
			ent of students' achievement. (7th	
			al assessment of students (3rd ed.)	
			. (2002). Essentials of measureme	
	'N' B. Publishe			
			2002). Essentiuis of measureme	

CPD needs	Determining reliability and validity of projects and tasks in performance based assessment
CPD needs	Determining reliability and validity of projects and tasks in performance based assessment

Year of B.Ed. 3	Semester	2 Pla	ce of less	on in semes	ter 1	2345678 9 1	0 11 12	
Title of Lesson	Review of less	ons and por	tfolio Asse	essment		Lesson Duration	3 Hours	
Lesson description	early grade e	education th	at requir	e further c		key issues in as ious assignment ere necessary.		
Previous student teacher knowledge, prior learning (assumed)	Students have childhood edu	•	ed to vari	ous topics a	nd concepts in a	issessment in ear	·ly	
Possible barriers to learning in the lesson	Student teac assessment pr			g misconce	ptions about 1	the non-use of		
Lesson Delivery – chosen to support student teachers in achieving the outcomes	Face-to- face [√]	Practical Activity [√]	Work- Based Leaning	Seminars [√]	Independent Study [√]	e-learning opportunities []	Practicum	
 Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of 	application in Seminar: Stud Independent assessment in Demonstrate	interpreting lentsparticip study: stude <u>struments a</u> the understa	assessme ate in a se nt teache nd discuss nding and	ent results. eminar sessions rs engage w s validity and d use of norr	on. ith relevant and I reliability issue n-referenced ar	re statistics and it appropriate pre- s. nd criterion-refer us aspects of the	vious enced	
 the NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outo	comes	Learn	ing Indicato	rs	Identify which cutting issues - transferable sk inclusivity, equ addressing div will these be a developed?	 core and kills, iity and ersity. How 	
	CLO 8. demonstrate knowledge and understanding of the use of various assessment practices in early grade education gathered on various aspects of the learners (NTS 3p) .		a: di u: le D a: Si	 aspects of learners with different tools, analyse and use results to support learning of diverse learners. Design differentiated assessment for learners with SEN in inclusive settings. 		Communication skills: through group presentations Personal development: Learning about assessing project work Respect and diversity: collecting data on various types of learners		
Topic Title: Data presentation and Interpretation of tests and authentic assessment data	Sub-topic	Stage/time	deper collab	iding on the		selected. Teache		
	Introduction	20 minutes	to rev under	iew student standing of v	ng approaches teachers various topics iments given	Take part in re providing resp questions	view by	

	2 hours 20	Let students present various	Present various projects					
	minutes	assignments and projects given	and reflective notes and					
		for submission and ask questions	ask questions for					
		for clarification where necessary.	clarification.					
		Make inputs to enrich	Incorporate suggestions					
		presentations.	to enrich the work.					
	20 minutes	Review the day's activities and	Respond and ask relevant					
Lesson assessments –	In lesson Assessment: Drocs	summarise entation of tasks assigned to student	questions for					
evaluation of learning: of, for		topics from lesson 5 to 8 to be part						
and as learning within the		ne rest (15%) should be for other art						
lesson			nacts					
1635011	NTS 3							
		essment modes into teaching to sup	port loorning					
			port learning.					
	I) Listens to learners and give		in a standardina					
		s learners' difficulties or misconcept	-					
		tside the competency of the teacher						
		s of every learner and communicates	s progress clearly to					
	parents and learners.	-for a time of a school because in a school						
		of national and school learning out	comes of learners.					
	p) Uses objective criterion re	eferencing to assess learners.						
Instructional Resources	TESSA Online Education	al Resources (<u>www.tessafrica.net</u>)						
instructional Resources	 T-TEL Modules (www.t-1 							
		Resources (<u>www.Tess-india.net</u> ,						
		w.futureLearn.com, <u>www.telmooc.o</u>	ra www.colora Khan					
		www.teimooc.or	g, www.col.org, kilali					
	academy)							
	The iBox (CENDLOS)							
	YouTube							
		ducation and Learning (2016). Group						
		tutors. Accra. Ministry of Education (
		ducation and Learning (2016). Ques	tioning: Professional					
		tutors. Accra. Ministry of						
	Education (<u>www.t-tel.or</u>							
		Resources (<u>www.Tess-india.net</u> ,						
		w.futureLearn.com, www.telmooc.o	rg, <u>www.col.org, Khan</u>					
	academy)							
Derwined Text (serie)	•	να Γ (n d) According to be signal	anda Cara Canat Instituta					
Required Text (core)		ne, E. (n.d.). Assessment in basic sch	ools. Cape Coast. Institute					
	of Education.	00) Pasies in maggingment qualitat	ion and statistics in					
	education. Cape Coast: Yaci	08). Basics in measurement, evaluat						
			d mathada af tagabing					
	Accra: Black Mask Ltd	K., & Atta, E. T. (2005). Principles ar	ia methous of teaching.					
Additional Boading List		rement and avaluation in advication	and neuchology (2nd od)					
Additional Reading List		rement and evaluation in education	and psychology (2nd ed.).					
	Ado-Ekiti: Adedogo Pub. Co.		acmillan Dublishing Inc					
	Anastasi, A. (1982). <i>Psychological testing</i> (6th ed.). New York: Macmillan Publishing Inc. Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks.							
			Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed					
	Burke, J. & Larry, C. (2008). E	Educational research: Quantitative, o	qualitative, and mixed					
	Burke, J. & Larry, C. (2008). E approaches. New York: Sage	Educational research: Quantitative, a Publication.						
	Burke, J. & Larry, C. (2008). <i>E approaches</i> . New York: Sage Carey, L. M. (2001). <i>Measuri</i>	Educational research: Quantitative, d Publication. ing and evaluating school learning. E	oston: Allyn Bacon.					
	Burke, J. & Larry, C. (2008). <i>L</i> approaches. New York: Sage Carey, L. M. (2001). <i>Measuri</i> Gronlund, E. (2003). <i>Assessn</i>	Educational research: Quantitative, o Publication. ing and evaluating school learning. E nent of students' achievement. (7th	oston: Allyn Bacon. ed.). Boston: McGrawHill.					
	Burke, J. & Larry, C. (2008). <i>E</i> approaches. New York: Sage Carey, L. M. (2001). <i>Measuri</i> Gronlund, E. (2003). <i>Assessn</i> Nitko, A. J. (2001). <i>Education</i>	Educational research: Quantitative, o Publication. ing and evaluating school learning. E nent of students' achievement. (7th nal assessment of students (3rd ed.).	oston: Allyn Bacon. ed.). Boston: McGrawHill. New Jersey: Prentice-Hall.					
	Burke, J. & Larry, C. (2008). <i>E</i> approaches. New York: Sage Carey, L. M. (2001). <i>Measuri</i> Gronlund, E. (2003). <i>Assessin</i> Nitko, A. J. (2001). <i>Educatior</i> Onivehu, A. O. & Amoah, S.	Educational research: Quantitative, o Publication. ing and evaluating school learning. E nent of students' achievement. (7th	oston: Allyn Bacon. ed.). Boston: McGrawHill. New Jersey: Prentice-Hall.					
CPD needs	Burke, J. & Larry, C. (2008). <i>E</i> approaches. New York: Sage Carey, L. M. (2001). <i>Measuri</i> Gronlund, E. (2003). <i>Assessn</i> Nitko, A. J. (2001). <i>Education</i>	Educational research: Quantitative, o Publication. ing and evaluating school learning. E nent of students' achievement. (7th nal assessment of students (3rd ed.).	oston: Allyn Bacon. ed.). Boston: McGrawHill. New Jersey: Prentice-Hall.					

Year of B.Ed. 3	Semester	2	Place of les	son in semes	ter 12	. 3 4 5 6 7 8 9 1 () 11 12
Title of Lesson	Planning ar	nd administe	ering perforr	nance-based	assessment	Lesson Duration	3 Hours
Lesson description Previous student teacher knowledge, prior learning	assignment evaluate p strengths in	DurationThis lesson aims to prepare student teachers to assess students through, projects and assignments among others. It tries to assist students to effectively plan, administer and evaluate performance assessment tasks, considering gender and learners with diverse strengths in inclusive and multi-grade classroomsStudent teachers have knowledge about achievement test.					
(assumed) Possible barriers to learning	Students r	nay not be	familiar w	vith how to	plan and imp	lement perform	ance-based
in the lesson	assessmen	t.		-			-
Lesson Delivery – chosen to	Face-to-	Practical	Work-	Seminars	Independent	-	Practicum
support student teachers in achieving the outcomes	face [V]	Activity [√]	Based Leaning	[v]	Study [√]	opportunities []	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes. • Overarching outcome, what you want the student teachers to achieve, serves as basis	 Face-to-face: Concept mapping/cartooning for meaning and characteristics of the types of authentic or performance assessment. Seminar: Students participate in a seminar session Independent study: student teachers engage with relevant and appropriate curriculum and discusses the procedures for planning inclusive classroom tests and assessments. Practical Activity: Group presentations of how to plan and develop authentic/performance assessment tasks for inclusive and multi-grade classrooms Demonstrate the understanding of assessing performance and related assignments for inclusive and multi-grade classrooms (NTECF; NTS 3k, 3l, 3p). 						riculum and erformance
for the learning outcomes. An expanded version of the description. • Write in full aspects of the NTS addressed							
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O	utcomes	Learr	iing Indicatoi	r5	Identify which cutting issues - transferable sk inclusivity, equ addressing div will these be a developed?	 core and kills, uity and ersity. How
	and develo performan tasks, cons and learne strengths in multi-grade	ionstrate ling, plannin ping authen ce assessme idering gend rs with diver n inclusive a e classrooms TS 3k, 3l, 3p)	g a tic/ a nt c ler c se a nd F s a . a		nd discuss the s of the types performance asks. elop formance asks for	Communication through group presentations Personal devel Learning about assessment Respect and di Understanding various inclusion classroom sett Creativity and by developing performance b	opment: t planning versity: g the ve ings. innovation

Sub-topic	Stage/ti me	Teaching and learning activities to achieve outcomes depending on the delivery mode selected. Teacher-led collaborative group work or independent.			
		Teacher Activity	Student Activity		
Introduction	20 minutes	Face-to-face Review RPK drawing on student teachers experiences from STS	Face-to-face Provide relevant answers to questions posed and applying the knowledge gained during STS.		
The concept authentic/perfor mance assessment	20 minutes	Face-to-face: Tutor uses concept mapping/cartooning for meaning and characteristics of the types of authentic or performance assessment.	Face-to-face: Student teachers participate in lesson and use their STS experience to answer questions.		
Implementing performance- based Assessment	20 minutes	Independent learning Guide student teachers to search for the purpose or reason for using performance-based assessment.	Seminar: Student teachers participate in the sessions.		
Choosing your activity	20 minutes	Face-to-face and independent learning Lead a discussion on how to choose activities for performance based assessment. Guide them to think-pair and share the meaning and purpose of informal and formal activities. Let them share their thoughts drawing from STS experiences	Face-to-face and independent learning Share the meaning and purpose of informal and formal activities. Share thoughts drawing from STS experiences		
Demning criteria	40 minutes	 learning Lead discussion on criteria for assessing tasks: Identify the overall performance or task to be assessed, and perform it yourself or imagine yourself performing it. List the important aspects of the performance or product. Try to limit the number of performance criteria, so they can all be observed during a pupil's performance. If possible, have groups of teachers think through the important behaviors included in a task. Express the performance criteria in terms of observable pupil behaviors or product characteristics. Don't use ambiguous 	Face-to-face and independent learning Groups work on assigned criteria and present.		
	Introduction The concept authentic/perfor mance assessment Implementing performance- based Assessment Choosing your	meIntroduction20 minutesThe concept authentic/perfor mance assessment20 minutesImplementing performance- based Assessment20 minutesImplementing performance- based Assessment20 minutesChoosing your activity20 minutesChoosing your activity20 minutes	Sub-topicStage/ti medepending on the delivery mode collaborative group work or inder Teacher ActivityIntroduction20 minutesFace-to-face Review RPK drawing on student teachers experiences from STSThe concept authentic/perfor mance assessment20 minutesFace-to-face: Tutor uses concept mapping/cartooning for meaning and characteristics of the types of authentic or performance-based assessment.Implementing performance-based assessment20 minutesIndependent learning Guide student teachers to search for the purpose or reason for using performance-based assessment.Choosing your activity20 minutesFace-to-face and independent learning Lead a discussion on how to choose activities for performance based assessment.Defining criteria40 minutesFace-to-face and independent learning Lead discussion on criteria for assessing tasks: 1.Defining criteria40 minutesFace-to-face and independent learning Lead discussion on criteria for assessing tasks: 1.Defining criteria40 minutesFace-to-face and independent learning Lead discussion on criteria for assessing tasks: 1.1.Leat discussion on criteria for assessing tasks: 1.Leat discussion on criteria for assessing tasks: 1.2.List the important aspects of the performance or performance. AFace-to-face and independent learning Leat discussion on criteria, so they can all be observed during a pupil's performance.Defining criteria50 Express the performing it. 2.2. <td< td=""></td<>		

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			 Arrange the performance criteria in the order in which they are likely to be observed. Assign criteria to small groups to examine and present in class. 	
	Creating performance rubric (rating scale)	20 minutes	Independent learning Review student teachers knowledge on the use of rating scales. Provide students with hypothetical cases in their schools of practice and let then develop rating scales or rubrics in pairs to score the project. Let them present their scales and explain how they should be used.	Independent learning Present scales and explain how they should be used. Peers comment and assess.
	Assessing Performance	30 minutes	Let peers comment and assess. Practical activity Put student teachers in small groups and assign to them to work on different ways of assessing performance: • Checklist approach • Narrative approach • Rating scale approach • Memory approach Guide small groups to present for comment from colleagues	Practical activity Small groups work on ways of assessing performance.
	Conclusion	10 minutes	Review key issues and summarise lesson through questions	Respond to questions for review and summary
Lesson assessments – evaluation of learning: of, for and as learning within the lesson	NTS 3 k) Integrates a varie l) Listens to learners m) Identifies and re learners whose nee n) Keeps meaningfu parents and learner o) Demonstrates aw	ety of assess s and gives mediates le ds lie outsid il records o 's. vareness of	sment modes into teaching to support constructive feedback. earners' difficulties or misconceptio de the competency of the teacher. f every learner and communicates p national and school learning outcor rencing to assess learners.	ort learning. ns, referring progress clearly to
Instructional Resources	 TESSA Online E T-TEL Modules Other Relevant <u>www.oerafrica.</u> academy) The iBox (CEND YouTube Transforming T development gi Transforming T development gi Education (<u>www</u> Other Relevant 	ducational (<u>www.t-tel</u> Online Res org, <u>www.f</u> DLOS) Geacher Edu <i>uide for tut</i> <i>wide for tut</i> <u>w.t-tel.org</u>) Online Res	Resources (<u>www.tessafrica.net</u>) <u>.org</u>). ources (<u>www.Tess-india.net</u> , <u>utureLearn.com</u> , <u>www.telmooc.org</u> cation and Learning (2016). <i>Group</i> w ors. Accra. Ministry of Education (w cation and Learning (2016). <i>Questic</i> ors. Accra. Ministry of	work: Professional ww.t-tel.org). oning: Professional

Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). <i>Assessment in basic schools</i> . Cape Coast. Institute of Education. Eshun, P., & Effrim, P. K. (2008). <i>Basics in measurement, evaluation and statistics in</i> <i>education</i> . Cape Coast: Yaci Publications Tamakloe, E. K. Amedahe, F. K., & Atta, E. T. (2005). <i>Principles and methods of teaching</i> . Accra: Black Mask Ltd
Additional Reading List	 Alonge, M. F. (2004). Measurement and evaluation in education and psychology (2nd ed.). Ado-Ekiti: Adedogo Pub. Co. Anastasi, A. (1982). Psychological testing (6th ed.). New York: Macmillan Publishing Inc. Archer, F. K. (2002). Measurement and evaluation in education. Kumasi: Paks. Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed approaches. New York: Sage Publication. Carey, L. M. (2001). Measuring and evaluating school learning. Boston: Allyn Bacon. Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston: McGrawHill. Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-Hall. Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra: K. 'N' B. Publishers.
CPD needs	Planning and implementing performance based assessment.

Year of B.Ed. 3 Ser	nester	2 PI	ace of les	son in semes	ter 12	345678910	11 12
Title of Lesson	Data prese assessmen		l Interpre	tation of test	s and authentic	Lesson Duration	3 Hours
Lesson description	This lesson skills to en relevant da	aims to pr able them ata from d	apply app ifferently	propriate tech	nniques, process e childhood lea	repertoire of knows ses and procedui rners in inclusiv	es to gathe
Previous student teacher knowledge, prior learning (assumed)	Student tea performan	achers have ce assessm	e knowled ent.	lge about cha	racteristics of th	ne types of authe	
Possible barriers to learning in the lesson	Students m	nay not be f	amiliar w	ith the variou		ngs in the classro	om.
Lesson Delivery – chosen to support student teachers in achieving the outcomes		Practical Activity [√]	Work- Based Leaning	Seminar s [√]	Independen t Study [√]	e-learning opportunities []	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	application Seminar: S	in interpre tudentspar nt study: st	ting asse ticipate in	ssment result n a seminar se	s. ession.	ptive statistics ar	
 Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the NTS addressed 	Demonstrate the understanding and use of norm-referenced and criterion-referenced modes of interpreting tests and manage data gathered on various aspects of the learne (NTS 3p).						
 Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning O	Learning Outcomes Learning Indicators			Identify which cutting issues transferable sl inclusivity, equ addressing div will these be a developed?	– core and kills, uity and ersity. How	
	understanding and use of norm-referenced and criterion- referenced modes of interpreting tests and manage data gathered on various aspects ofaspect differe provid learning enderstand refere refere refere		provide feedb learning of div Demonstrate referenced ar referenced m interpreting to	rners with s, analyse and back to support verse learners. how norm- ad criterion- odes of ests are used.	Communicatic through group presentations Personal deve Learning abou project work Respect and d collecting data types of learne	lopment: t assessing iversity: o on various ers	
Topic Title: Data presentation and Interpretation of tests and authentic assessment data	Sub-topic	Stage/	'time	depending of	on the delivery i e group work o	ities to achieve of mode selected. T r independent. Student Activi	eacher-led
	Introductic	on 20 mir	nutes	Face-to-face Reviews RPk questions ar	Cusing	Face-to-face Provide releva to questions p applying the k gained during class practical	osed and nowledge previous

	[
	Norm reference and criterion reference interpretatio n	30 minutes	e-learning opportunities and independent learning Guide student teachers to search for the meaning of criterion and norm referencing. Let them think-pair and share with peers and whole class. Use cases and illustrations to explain concepts	share findings with peers and whole class	
	Types of feedback	30 minutes	Face-to-face: Tutor uses concept mapping/cartooning discuss types of feedback obtained from assessment	Face-to-face: Student teachers participate in lesson and use their previous class practical activities to answer questions.	
	How to use feedback	60 minutes	Seminar: Tutor invites two other tutors to serve as resources persons and discuss how to use feedback obtained from assessment with class. The class must discuss how to analyse and use results to support learning of diverse learners.	Seminar: Student teachers participate in the sessions.	
	Conclusion of lesson/evalu ation	40 minutes	Practical Activity: Tutor assign students into groups based on their Halls they belong to in their college. They discuss all the subtopics in the course and provide a brief presentation of what they have learnt.	Practical Activity: Students participate in groups and reflect their experiences in their journals.	
Lesson assessments – evaluation	a. Assig	nment (Each sho	ould NOT be more than 400 wo	rds)	
of learning: of, for and as	i.		ote on early grade expectations		
learning within the lesson	ii. iii.		earning indicators across doma for measuring various competer early learners		
	(core skills to be developed: critical thinking, respect for diversity, digital literacy, collaboration and communication, personal development) Assesses Learning Outcomes: CLO 4, 5 and 6 (Unit 4, 5 and 6) NTS addressed :				
	 1a: Critically and collectively reflects to improve teaching and learning. 2a: Demonstrates familiarity with the education system and key policies guiding it. 2b:Has comprehensive knowledge of the official school curriculum, including learning outcomes 3k: Integrates a variety of assessment modes into teaching to support learning. 3n: Keeps meaningful records of every learner and communicates progress clearly to parents and learners. 				
			of national and school learning	outcomes of learners.	
			ferencing to assess learners.		
Instructional Resources			Resources (<u>www.tessafrica.ne</u>	<u>t</u>)	
		dules (<u>www.t-tel</u> avant Onlina Bog			
	Other Rel		sources (<u>www.Tess-india.net</u> ,		

	www.corofrice.org.www.futural.com.com.www.tolmooc.org.www.col.org.Khar
	<u>www.oerafrica.org,www.futureLearn.com</u> , <u>www.telmooc.org</u> , <u>www.col.org, Khan</u> academy)
	··
	The iBox (CENDLOS)
	• YouTube
	• Transforming Teacher Education and Learning (2016). <i>Group work: Professional</i>
	development guide for tutors. Accra. Ministry of Education (www.t-tel.org).
	• Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i>
	development guide for tutors. Accra. Ministry of
	• Education (<u>www.t-tel.org</u>).
	 Other Relevant Online Resources (<u>www.Tess-india.net</u>,
	www.oerafrica.org,www.futureLearn.com, www.telmooc.org, www.col.org, Khan
	academy)
Required Text (core)	Asamoah-Gyimah, K., & Anane, E. (n.d.). Assessment in basic schools. Cape Coast.
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	Eshun, P., & Effrim, P. K. (2008). Basics in measurement, evaluation and statistics in
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	Anastasi, A. (1982). Psychological testing (6th ed.). New York: Macmillan Publishing Inc.
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	Burke, J. & Larry, C. (2008). Educational research: Quantitative, qualitative, and mixed
	approaches. New York: Sage Publication.
	Carey, L. M. (2001). Measuring and evaluating school learning. Boston: Allyn Bacon.
	Gronlund, E. (2003). Assessment of students' achievement. (7th ed.). Boston:
	McGrawHill.
	Nitko, A. J. (2001). Educational assessment of students (3rd ed.). New Jersey: Prentice-
	Hall.
	Onivehu, A. O. & Amoah, S. A. (2002). Essentials of measurement and evaluation. Accra:
	K. 'N' B. Publishers.
CPD needs	Data presentation and Interpretation of tests and authentic assessment data

Year of B.Ed. 3 S	emester	2 Pla	ce of	lesson in se	emeste	er 12	3 4 5 6 7 8 9 10	11 12	
Title of Lesson	Review of le	ssons and po	rtfolic	Assessme	nt		Lesson Duration	3 Hours	
Lesson description	This session is meant to review all semester topic and identify key issues in assessment in early grade education that require further clarification. Various assignments given for submission will also be examined and suggestions provided where necessary.								
Previous student teacher knowledge, prior learning (assumed)	Students have been exposed to various topics and concepts in assessment in early childhood education								
Possible barriers to learning in the lesson	Student teachers may be having misconceptions about the non-use of traditional assessment practices in early grade								
Lesson Delivery – chosen to support student teachers in achieving the outcomes		Practical Activity [√]	Work Based Leani	l s		Independent Study [√]	e-learning opportunities []	Practicum	
 of delivery chosen to support student teachers in achieving the learning outcomes. Overarching outcome, what you want the student teachers to achieve, serves as basis for the learning outcomes. An expanded version of the description. Write in full aspects of the 	 application in interpreting assessment results. Seminar: Studentsparticipate in a seminar session. Independent study: student teachers engage with relevant and appropriate previous assessment instruments and discuss validity and reliability issues. Demonstrate the understanding and use of norm-referenced and criterion-referenced modes of interpreting tests and manage data gathered on various aspects of the learners (NTS 3p). 								
 NTS addressed Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome 	Learning Outcomes L			Learning Indicators			Identify which cross cutting issues – core and transferable skills, inclusivity, equity and addressing diversity. How will these be addressed or		
	CLO 8. demonstrate knowledge and understanding of the use of various assessment practices in early grade education gathered on various aspects of the learners (NTS 3p).		•	 aspects of learners with different tools, analyse and use results to support learning of diverse learners. Design differentiated assessment for learners with SEN in inclusive settings. 			developed? Communication skills: through group presentations Personal development: Learning about assessing project work Respect and diversity: collecting data on various types of learners		
Topic Title: Data presentation and Interpretation of tests and authentic assessment data	Sub-topic Stage/time		me	Teaching and learning activitie depending on the delivery mod collaborative group work or in Teacher Activity			de selected. Teandependent.	le selected. Teacher-led	
	Introductior	20 minu	tes	Use talk for learning approaches to review student teachers understanding of variou topics treated and assignments given		eview s of various nd	Take part in re providing resp questions		

Lesson assessments – evaluation of learning: of, for and as learning within the lesson	NTS 3 k) Integrates a variety of assess I) Listens to learners and gives m) Identifies and remediates le learners whose needs lie outsio n) Keeps meaningful records of parents and learners.	earners' difficulties or misconcep de the competency of the teacher f every learner and communicate	apport learning. otions, referring er. es progress clearly to			
	o) Demonstrates awareness of national and school learning outcomes of learners.p) Uses objective criterion referencing to assess learners.					
Instructional Resources	 TESSA Online Educational Resources (<u>www.tessafrica.net</u>) T-TEL Modules (<u>www.t-tel.org</u>). Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org,www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy) The iBox (CENDLOS) YouTube Transforming Teacher Education and Learning (2016). <i>Group work: Professional</i> <i>development guide for tutors</i>. Accra. Ministry of Education (www.t-tel.org). Transforming Teacher Education and Learning (2016). <i>Questioning: Professional</i> <i>development guide for tutors</i>. Accra. Ministry of Education (<u>www.t-tel.org</u>). Other Relevant Online Resources (<u>www.Tess-india.net</u>, <u>www.oerafrica.org,www.futureLearn.com</u>, <u>www.telmooc.org</u>, <u>www.col.org</u>, <u>Khan</u> academy) 					
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CPD needs						
Course Assessment	 ²Component 1: Subject Portfolio Assessment (30% overall score) Selected items of students work (3 of them -10% each) = 30% Midterm assessment = 20% Reflective Journal = 40% 					

 Organisation of the subject portfolio = 10% (how it is presented /organised) Component 2: Subject Project: (30% overall semester score) Introduction, a clear statement of aim and purpose of the project = 10% Methodology: what the student teacher has done and why to achieve the purpose of the project = 20%
 Substantive or main section = 40% Conclusion = 30% Component 3: End of semester examination = 40%

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