NATIONALTEACHER EDUCATION ASSESSMENT POLICY

1.0 INTRODUCTION

Ghana's Education landscape has been experiencing a set of ambitious and wide-ranging reforms including teacher education reforms which are designed to ensure that the country's classroom s are staffed with trained, skilled and motivated teachers. A key pillar of the teacher education reform is the shift from a Diploma in Basic Education to a new 4-year Bachelor of Education (B.Ed.) Degree in Basic Education. The teacher education curriculum for the new Basic Education Degree provides Ghana's Teachers with the range of practical competences, skills, knowledge and values to deliver high quality education. The National Teacher Education Assessment Policy (NTEAP) is designed to ensure that all teachers completing their initial teacher training will be assessed against the National Teachers' Standards (NTS) [National Teaching Council (NTC) 2017]).

In this, the assessment of student teachers is geared to operationalizing the NTS and realizing the philosophy underpinning teacher education in Ghana; that it should prepare teachers imued with the professional skills, attitudes and values, and depth and breadth of content knowledge. Also, teacher education in Ghana should create in teachers the spirit of enquiry, innovation and creativity that will enable them to adapt to changing conditions, use inclusive strategies and engage in life-long learning (See National Teachers Standard (NTS [NTC, 2017]). The teachers are required to be change agents and reflective practitioner with a passion for teaching and leadership. They are required to engage with members not only in the school community but also in a wider community, and act as potential agents of change (See National Teacher Education Curriculum Framework (NTECF) [National Council for Tertiary Education (NCTE), 2018]). The assessment policy addresses the full scope of the domains of the NTS i.e

- Professional knowledge
- Professional values and attitudes
- Professional practice and any other cross-cutting issues, such as:
  - Equity and inclusion, transferable skills and information and communication and technology.
  - Effective assessment practices and approaches including the use of portfolios, presentations video clips observation and hands –on performances.

2.0 ASSESSMENT

2.1 Assessment is an part of any teaching-learning process and refers to the process of obtaining relevant information on learners' achievement with respect to expected learning outcomes outlined in a programme and in this case, in the teacher education programme in Ghana as specified in the NTS delineated in the curriculum for decision making

Assessment shall be the main mechanism for obtaining evidence to determine whether a student teacher has met the learning outcomes and programme requirements during and at the end of their training. It is therefore a critical element for the effectiveness of the new teacher education system.

2.2 Specific purposes of assessment shall be to determine student teachers' mastery of essential knowledge, skills and competences, growth in learning over time, diagnosing their difficulties for

remedy, encouraging them to develop good study habits, guiding them certifying them at the end of the programme of study.

2.3 Assessment shall take various forms as appropriate to the specific learning outcomes and competences being targeted for assessment. This will include; assessment for, of and as learning. Evidence that student teacher can meet all of the NTS must be in the form of a professional portfolio organized according to the three domains. Evidence from in-school learning will include lesson plans, study notes, resources, assessment records, learner exercise books, photographs and lesson evaluations from tutor's and mentors, (See NTS and NTECF)

2.4 The principles that shall guide an effective assessment within the new four-year B.Ed. programmes are validity, reliability, fairness manageability and inclusivity.

2.5 **Validity** shall refer to the appropriateness of the interpretations and uses of the results of assessment supported by evidence and theory. It is concerned with the truthfulness of the assessment results in depicting students' abilities, skills and competencies measured. Thus for meaningful interpretation and uses of student's achievement, skills and competencies must be measured accurately and appropriately.

2.6 **Reliability** shall refer to the consistency of assessment scores in depicting students' achievements, values, beliefs, skills and capabilities over time and on different occasions or similar settings, hence making the scores dependable for decision making.

2.7 **Fairness** shall refer to how assessments ideally reflect the variety of student learning and achievement and provide opportunities for the students to showcase their knowledge, values, skills, beliefs and competencies in a variety of task appropriate for teacher education. The frequency and complexity of assessment task should reflect the credit weighing.

2.8 **Manageability** shall be concerned with whether the workloads associated with students' assessment requirements are appropriate and doable. In this regard, care shall be taken to endure that assessment are spread throughout the course or programme as specified in the curriculum, considering other assessment commitments students might have.

2.9 **Inclusivity** with regard to assessment shall cover the processes of assessing learners with special needs so that they are effectively supported to maximize their potential for learning. All assessments involving students with special educational needs must be in line with the NTS, the Gender and Inclusion Policy for Colleges of Education and the Ministry of Education's Inclusive Educational Policy. All assessments must be underpinned by an awareness of equity and inclusivity of opportunity, both in relation to student teachers' own teaching and learning experience and to the experience of their learners. Institutions and assessors shall make appropriate adaptations and accommodation for learners with special educational needs and disability, for example, provide resources like braille for the visually impaired, accessible physical structure and venue arrangement, provide extended times for student teachers to complete assessment task.

3.0 PURPOSE OF THE POLICY
3.1 The rationale of assessment in the College shall be that student teachers are supported to provide the appropriate evidence against the three domains of the National Teachers' Standards

(NTS) so the graduates from the College shall have the requisite skills, knowledge and attributes essential for nurturing honest, creative and responsible citizens in Ghana's Basic Schools.

3.2 The assessment policy shall set out a set of common rules and regulations for and approaches to assessing the quality of student teachers against the NTS

3.3 Assessment shall be based on the requirements of National Teachers' Standards for Ghana, Guidelines, (NTC, 2017) for working with and student teachers and the exemplification of these provided by the NTECF (NTC, 2017) and the Curriculum writing Guide (NCTE 2017)

3.4 The College shall develop assessment strategies which identify the best plan to enable them to meet the curriculum goals and objectives for the assessment *for*, *as* and *of* student teachers' learning whilst adhering to the principles and practices of assessment as required by the reform policy.

3.5 The purposes of the assessment policy therefore are to:
- Set the regulations, rules and procedures to be followed by the College in assessing student teachers uniformly across the country to ensure compatibility.
- Ensure all student teachers are realistically and fairly assessed against the NTS in line with what can be reasonably expected of teachers still learning to teach.
- Ensure the quality, validity, reliability/dependability, and fairness of assessment results of student teachers thus, guaranteeing the quality of the College's awards as defined in the NTS

4.0 POLICY OBJECTIVES
The main objective of the Policy is to support all student teachers on the journey to meeting the full scope of the domains of the NTS with regard to assessment. The specific objectives shall be to:
1. use designated procedures and processes to achieve meaningful assessment of the student teachers in the professional domains
2. ensure consistency in the assessment of student teachers so that all student teachers reach same or equivalent levels of competence
3. ensure equity and inclusivity in assessing student teachers from diverse backgrounds and abilities
4. ensure that student teachers become assessment literature (NTECF p. 43)
5. ensure that assessment data is collected appropriately.

5.0 POLICY OUTCOMES
The main outcome of the policy is to generate valid and reliable results. The specific outcomes are as follows:

1. All student teachers are assessed using appropriate mix of assessment methods.
2. Assessment information is used appropriately to make meaningful decisions.
3. Student teachers receive timely and useful feedback on their assessed work.
4. Student teachers use a variety of assessment methods in assessing learners.
5. Fairness in assessing students' achievement is based on the outlined procedures in the NTS, NTECF and in the curriculum.
6. All assessments reflect the diverse needs of all student teachers and learners.

7. Assessment processes and procedures took into accounts ethical considerations for e.g. falsification of results.
8. Assessment data collected, protected and used appropriately.

6.0 ASSESSMENT PRACTICES

6.1 The practice of assessment in the College shall ensure the validity, reliability, transparency and fairness of assessment of student teachers and learners (in school) in line with the NTS

6.2 The assessment practices shall involve the use of appropriate technology in various forms.

6.3 The College shall put in place appropriate technologies to assist in the assessment of student teachers' teaching and learning.

6.4 The assessment practices shall ensure that student teachers and learners with diverse needs are considered and given the appropriate support and environment to assist them to demonstrate their knowledge, values, beliefs, skills and competencies without any hindrance.

6.5 The specifics of the assessment practices of the College shall be:
- The assessment of student teachers on the programme shall cover the three domains of the NTS, namely their professional knowledge, professional values and attitudes, and practice.
- Assessment evidence showing that a student teacher can meet all of the NTS must be in the form of a professional portfolio organized according to the three domains.
- The mode of assessment (of, as and for learning) of student teachers shall include assignments, presentations, laboratory work, projects, practical activities, performance, quizzes, reflective writing, examinations and portfolios, meaningfully spread over the training period.
- Whichever mode of assessment is used should match the learning outcome(s) under consideration. For example, student teachers content ant professional knowledge may be partly assessed using assignments, presentations, projects, performance and examinations.

6.1 Assessment Against the NTS

6.1.1 Assessment of student teachers shall adhere to the guidelines as established in the NTS and NTECF to influence their progress to become a teacher.

6.1.2 Those assessing student teachers: the Principal, tutors, head teachers and mentors in schools as well as student teachers themselves must use the NTS as the key reference point in their assessment to support progress in meeting the NTS.

6.1.3 Feedback from assessment shall provide information to student teachers for reflection and planning to modify, change, improve or maintain teaching/learning behaviours and professional practice.

6.1.4 Assessment may occur at the beginning, developing, embedding and extending stages of progression in the teacher training process and shall include formative and summative methods; educative assessment for, of and as learning.

6.1.5 The College shall ensure consistency in assessments across the curriculum and at each stage of progression by:

- Tracking the growth of competence for individual student teachers against the NTS
- Tracking group performance year after year and evaluating impact of improvements.
- Building programme coherence around a common assessment language.
- Provide National Accreditation Board (NAB) with information about curriculum quality.

6.1.6 All assessment must be underpinned by an awareness of equity and inclusivity of opportunity, both in relation to student teachers' own learning experience and to the experience of their learners.

6.2 Weightings of Assessment
6.2.1. **Course Assessment Components**
Course assessment shall have different components including assignments, presentations, laboratory work, projects, practical activities, performance, quizzes and examinations. These components need to conform to the NTS.

Course assessment components shall:

- be designed in consideration of student teacher workload, what can realistically be expected at each stage of training and how the assessment will provide evidence of progress against the NTS;
- encompass assessment for, of and as learning;
- integrate subject and pedagogic knowledge in line with the synthesis of the three domains of the NTS as reflected in the NTECF;
- identify the standard(s) being assessed;
- specify the criteria for the assessment components, how the performance against the NTS can be demonstrated; expressing the standards in full rather than as a sequence of numbers and letters (refer to detailed curriculum);
- address cross-cutting issues including: equity and inclusion, core and transferable skills, global competencies, competencies from the Basic School Curriculum;
- provide effective feedback to student teachers on how they can improve, identify professional development targets for improvement and areas of strength against the NTS.

6.2.2 **Weightings of Course Components**
The weightings of course components vary across the four years according to the credit hours allocated to each course. As such, different subjects or learning area courses carry different credits and assessment components throughout the four years. Table 1 shows the weightings for Supported Teaching in School (STS) across the four years in terms of credit hours and assessment components which together make up an overall weighting of 30%. The details of the assessment components in the STS as well as the different courses are indicated in the B.Ed Curriculum.

Table 1: Weightings for STS across the four years

	Y1SI	Y1S2	Y2S1	Y2S2	Y3S1	Y3S2	Y4S1	Y4S2	Total	Percentage weighting overall
Subject/learning area (STS)	Credit 3	Credit 3	Credit 3	Credit 6	Credit 3	Credit 9	Credit 18	Credit 3	48	

PTP*	50	40	60	40	50	20	30	100		
Mentor	40	30	30	30	40	20	30			
Supervisor	10	10	10	10	10	20	20	0		
Enquiry**	0	20	0	20	0	40	20	0		
Total Grade	100	100	100	100	100	100	100	100		

PTP Professional Teaching Portfolio
*** Classroon Enquiry and Action Research*

For the B.Ed Programme to achieve the intended targets the assessment must be manageable and doable to both assessors and student teachers. Given that the total credit hours are very large (165 credits); it is proposed that there shall be a combination of examinations and coursework assessments per semester with not more than three assessment components per three credit course. The specific components to be used for the assessment vary from course to course as stated in the detailed curriculum.

6.2.3 Overall Weighting of Assessments
The overall assessment of student teachers at the end of the programme is weighted to meet the requirements of the NTS. In line with the recommendations of the NTECF, the overall weightings shall reflect the following:

- 40% Course work, formative and continuous assessment;
- 30% Supported Teaching in School (STS); and
- 30% Examination, summative assessment.

The weighting is an indication of the importance placed on extended periods of supported teaching in school (STS) and the use of interactive learner focused approach to training teachers through formative assessment of course work where the focus would be on performance and shall be adhered to.

6.3 Grade Description
Grading
For consistency in assessing and grading student teachers' achievement across the designated areas of the curriculum, a uniform system of grading shall be used for the implementation of the curriculum. The details of the grading system for the new four-year programme are as shown in Table 2:

Table 2: Grading system for the four-year programme

Marks	Grade	Grade Point
80+	A	A – 4.00
75 – 79	B+	B+ - 3.50
70 – 74	B	B – 3.00
65 – 69	C+	C+ - 2.50
60 – 64	C	C – 2.00
55 – 59	D+	D+ - 1.5
50 – 54	D	D – 1.00
45 – 49	E	E – 0.5
0 - 44	F=Fail	

- Each student teacher shall be graded based on the required assessment components in each course. The total marks awarded shall have the corresponding letter grade and grade point. The grade points are used together with the credit of each course to calculate the Grade Point Average (GPA) and the Cumulative Grade Point Average (CGPA).

- The conversion of marks to letter grades must follow the approved scale in Table 2. Adjustment of marks and grade may occur through **moderation** and **scaling** processes. Students' achievement in a piece of assessment should be criterion-referenced based on the NTS.

  Final course grades should indicate demonstrated achievement at the end of the course through accumulation of appropriate evidence from course work and/or examination.

6.3.1 Degree Classification

Based on the overall weighting of students' assessment scores indicated in Table 2, students' CGPA at the end of the four years is then used to determine the class that a student shall be awarded, having satisfied all the requirements for the award of the degree. The CGPA range and the corresponding classes are indicated in the Table 3:

Table 3: CGPA range and corresponding classes

Class of Degree	Range of CGPA
1st Class	3.6 – 4.0
2nd Class Upper	3.0 – 3.5
2nd Class Lower	2.5 – 2.9
3rd Class	2.0 – 2.4
Pass	1.0 – 1.9
Fail	< 1.0

Other requirements to be fulfilled are as follows:
- **Requirements for Graduation:** For the award of the Bachelor of Education (B.Ed.) degree, the student must pass all prescribed courses including portfolio examinations in the STS and any other Departmental/Faculty requirements

- **Requirements for Progression:** The specific requirements for progression from Year One to Year Four shall be determined by the mentoring institutions [University of Cape Coast (UCC)/Kwame Nkrumah University of Science and Technology (KNUST)] in consultation with the College and there shall be uniformity in the specific requirements for progression. These requirements must include provisions for students to re-sit examination, go on probation and repetition. It must also include provisions for deferment and change of programme/specialism.

Level 100: At this level, a student teacher is required to accumulate not less than 42 credits at the end of the academic year.

Level 200: At this level, a student teacher is required to accumulate not less than 90 credits (including Advance Credits) at the end of the academic year.

Level 300: At this level, a student teacher is required to accumulate not less than 135 credits (including Advance Credits) at the end of the academic year.

Level 400: At this level, a student teacher is required to accumulate not less than a total of 165 credits (including Advance Credits) at the end of the academic year.

Progression from One Level to Another

To progress from Level 100 to Level 200, the student:
(a) is expected to pass all courses taken (obtain Grade A-D)
(b) must attain a minimum CGPA of 1.0

Students with GPA below 1.0 at the end of the first semester shall be cautioned by the Principal or designated officer.

Supplementary End-of-Semester Examinations for Level 100 Students

A Level 100 student who fails up to 12 credits in either the first, second or both semester(s) shall be given an opportunity to write a supplementary end-of-year examination. The supplementary examination results shall be added to the continuous assessment score which the student would have obtained during the course of the semester.

A Level 100 student who fails a course or courses in the supplementary examinations shall have a second re-sit opportunity to redeem themselves. The second re-sit shall be taken within two weeks after release of the results of the first re-sit examination.

Dismissal

A Level 100 student who loses a total of fourteen (14) credits or more registered for the academic year (either in the first, second or in both semesters) shall be dismissed for poor academic performance. Such a student teacher may, however, be considered for a different programme at the mentoring University in the following academic year.

Progression/Withdrawal after Second Re-sit Examination

If, after the second re-sit examination, a student fails any of the courses core to their programme of study, such a student shall be withdrawn for poor academic performance. However, a student who fails a university-wide course at the second re-sit (supplementary) examination shall be allowed to progress to Level 200 (probation). He/she shall repeat the failed university-wide course(s) and have two (2) additional chances to pass the failed course(s).

A Level 100 student who fails any of the courses core to their programme of study at the second re-sit examination and is withdrawn may re-apply for admission in the following academic year into the same or a different programme.

200 Upwards Progression from Level

To progress from Level 200 t0 300 or from Level 300 to 400, the student must:
(a) attain a minimum CGPA of 1.0
(b) accumulate at least the required credit hours for the year
(c) not lose more than a total of 9 credits in the courses registered at the end of the academic year (this does not include STS)

A student who fails to satisfy conditions (a), (b) or (c) or all of the above shall be placed on probation or asked to be an external candidate depending on the gravity of the failure.

Deferment
This policy provides for deferment of courses and examination under various circumstances:

For **medical** reasons, a student teacher shall defer their course(s) of study on the advice of a certified medical practitioner in consultation with the College. The approved deferment shall be communicated to the mentoring institution within two weeks. Such a student teacher shall register for the deferred course(s) and sit the require examination(s) without suffering any consequences of the deferment.

Where a student become **pregnant** or has **health challenges**, the College shall in consultation with the student and a recognized medical officer, put in place appropriate arrangements for examining the student.

6.4 Professional Teaching Portfolio
A professional teaching portfolio is a systematic collection of a student's works which demonstrate his/her accomplishments and achievements in one or more areas of study. It plays a critical role in providing evidence of the competencies and skills acquire by student teachers on the teacher education programme (B.Ed.) to form the basis of assessing them accurately. The Professional Teaching Portfolio model (including e-portfolio) adopted must be progressive and composite (NTS).

The competencies for portfolio completion are recognized in four tables as well as rubrics for grading each competency across the four years of training in Annex 1.

Key features of Professional Teaching Portfolio
The Professional Teaching Portfolio shall provide:
- the starting point for the continued development of the student teacher, as a critically reflective practitioner, in their induction year and for subsequent years;
- semester-by-semester assessment of the required competencies student teachers are expected to acquire throughout the four-years of teacher training;
- evidence that a student teacher meets all the required NTS in the form of a professional portfolio, organized according to the synthesis of the three domains of the NTS;
- evidence from college-based learning in the form of assignments and examination results and feedback (including feedback on the group and individual presentations, projects, recordings of performances, lecture notes);
- evidence from in-school observation and teaching for e.g. lesson plans, study notes, resources, assessment records, learner exercise books, photographs, action research and case study reports, teaching philosophy statement, write-up of a reflective practice in a lesson, lesson evaluations from tutors/lectures and mentors, school-heads, testimonials, minutes of meetings and any notes from CPD courses, evidence collected by the student teacher over time.

There shall be a *Standards Tracker* to track evidence of the student teacher's progress against the NTS in their professional portfolios. The Tracker has been exemplified on pages 18 to 27 of the NTS.

 a. The format of the standards table in the NTS can be adapted for use by student teachers, and those supporting and assessing them, to capture evidence of and record their progress against the NTS, as *The Standard Tracker*

 b. The tracker will support the organization of the portfolio according to the domains of the NTS

 c. It will encourage student teachers to use the examples of the NTS in action and the examples of indicators provided in the NTS in the standards table to help them identify examples from their own performance from both college-based learning and in-school learning

 d. The tracker can be up-dated over time with a student beginning a new tracker each year to enable progress to be mapped through the programme

 e. The tracker provides the evidence based for assessing student teacher progress against the NTS using the **Grade Descriptor Grid.**

6.4.1 Grade Descriptor Grid

There shall be a grade descriptor grid which will allow student teachers' performance to be assessed against the National Teachers' Standards.

The grade descriptors have an essential role in ensuring the accuracy and consistency of judgements of student teachers' progress, achievement and final achievement. They provide a shared language to discuss student teachers' progress through their training programme.

The grade descriptors are expressed in terms of the quality of student teachers' performance as evidenced through both college and school-based learning. Student teachers' teaching and work in school, course work and examinations shall be assessed using the required standards in the NTS.

Student teachers' performance shall be evaluated against a four-point scale using the following grade descriptions:

4. Outstanding: much of the quality of the student teacher's performance over time is outstanding and never less than consistently very good.

3. Very Good: much of the quality of the student teacher's performances over time is very good; with some elements of good.

2. Good: the student teacher's performance over time is good with some aspects needing improvement.

1. Inadequate: the student teacher's performance does not meet the minimum level (50%) of practice required by the NTS.

*The weighting of the portfolio will be done based on Table 1 weightings of STS

Table 4: Grading System of the Standards Grid for the Four-year Programme

Marks	Grade	Standard Grid
80+	A	Outstanding
75 – 79	B+	Very Good

70 – 74	B	Very Good
65 – 69	C+	Very Good
60 – 64	C	Good
55 – 59	D+	Good
50 – 54	D	Good
45 - 49	E	Inadequate

The grade descriptor grid shall enable student teachers, their tutors and mentors to:
- comment on students' teaching and work in school, using the full range of evidence, including lesson observation;
- discuss and track the student teachers' progress over time against the NTS at meetings and tutorials;
- make informed summative judgements at review points (review points occur at the end of placements and at the end of semesters);
- provide a formal mechanism for recording and describing student teachers' progress.

Table 4 equates the performance on the grade descriptor grid with the grade/mark system in Table 2. It provides broad grade/mark ranges for 'Good' and 'Very Good'.

Using the Grade Descriptor Grid at End of Semester Review Meetings by Personal Tutors
Review meetings shall:
- identify evidence of student teacher progress and learning over time using
  - school and college-based work presented in the student teacher's collated professional teaching portfolio and referenced in their standards tracker
  - feedback and reports from all course assessment components including examinations and supported teaching in school
  - evidence of impact the student teacher's professional practice has made on learners in relation to supported teaching in school components, in particular in years 3 and 4 of the programme.
- identify areas of strength and areas for development with the student teachers
- map student teachers, progress towards meeting the NTS on the grade descriptors grid
- review and identify professional development targets to improve the quality of the student teachers' performance

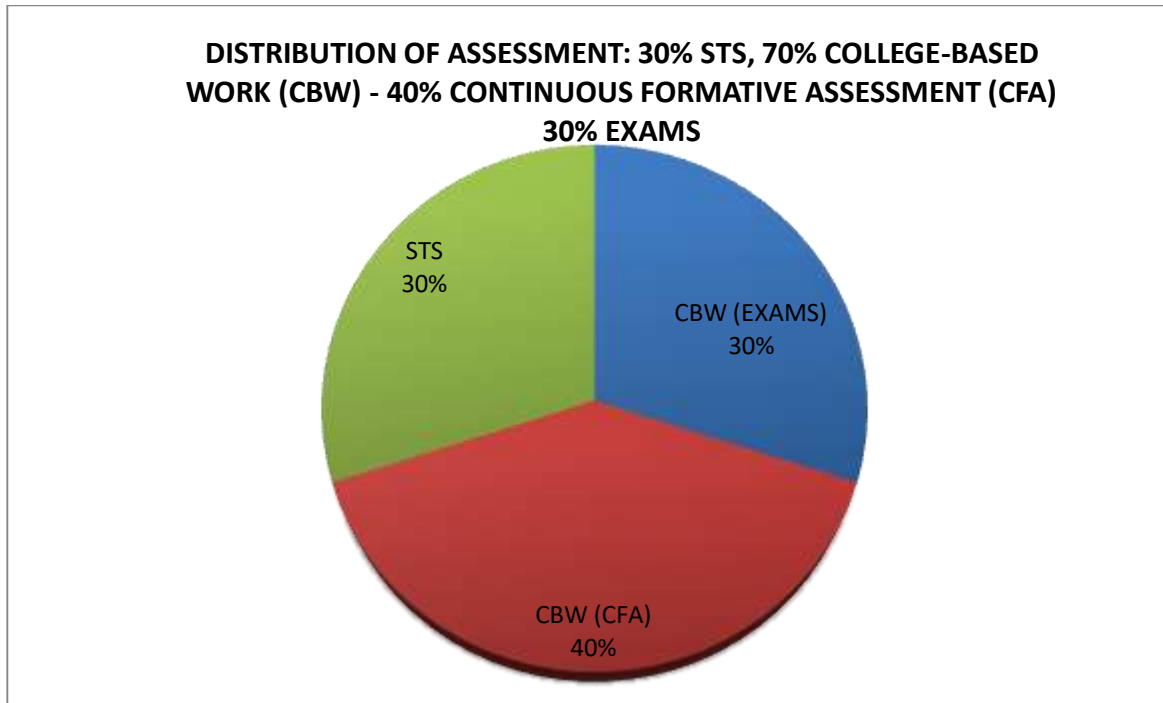**End of Programme Final Review of Progress**
- each student teacher should present evidence of meeting the NTS in a post supported teaching in school internship seminar based on their professional portfolio (See Annex 2 for Grade Descriptor Grid)

6.5 Assessing Student Teachers
The primary purpose of assessment is to promote and improve teaching and learning. The assessment of student teachers on the programme covers three main domains of the NYS, namely their professional knowledge, professional values and attitudes, and professional practice. Generally, the mode of assessment shall take the form of assignments, presentations, laboratory work, projects, practical activities, performance, quizzes and examinations and portfolios. Whichever mode of assessment is used should match the learning outcomes under consideration.

6.5.1 Examination of Content Knowledge and Professional Knowledge

Students shall be assessed against the college-based course learning outcomes, and the aligned NTS, during and at the end of each semester. The guidance from the CWG and the detailed curriculum is that each course shall have three assessment components. Two components for continuous and formative assessment against the learning outcomes and one component for end of semester examination of student teachers' achievement of the learning outcomes. This is represented below:

DISTRIBUTION OF ASSESSMENT: 30% STS, 70% COLLEGE-BASED WORK (CBW) - 40% CONTINUOUS FORMATIVE ASSESSMENT (CFA) 30% EXAMS

STS 30%

CBW (EXAMS) 30%

CBW (CFA) 40%

The weighting attributed for assessment shall be 60% for continuous assessment and 40% for end of semester examination. This weighting emphasizes the more interactive learner focused approach to training through continuous assessment of course work which is embedded in the NTS, NTECF and the detailed curriculum. It will be important for the affiliate universities and the College to ensure these weightings are adhered to.

IN EACH COLLEGE BASES COURSE THIS 70% IS DISTRIBUTED AS: 60% CONITNUOUS FORMATIVE ASSESSMENT (CFA) AND 40% END OF SEMESTER EXAM

Exam
40%

CFA
60%
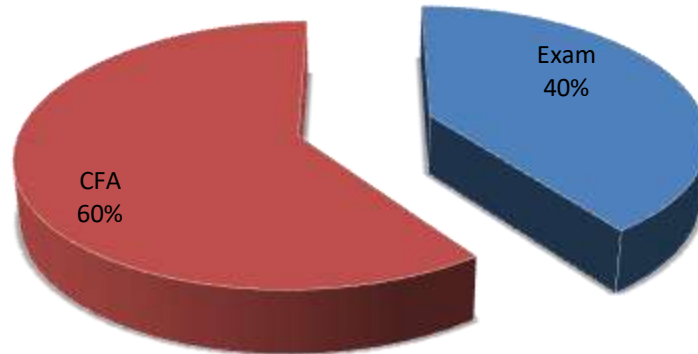
The end-of-semester examination for the College shall be conducted as an external examination by the mentoring institutions working with the relevant college academic staff to set the questions.

Regarding the internal assessments, the Heads of Department and assessment leads shall ensure that an appropriate mechanism is put in place so that:

- Each targeted learning outcome is adequately assessed with consideration given to the progress against the identified NTS.
- Assignments/tasks are set at the appropriate level
- Scores awarded to assignments/tasks have an appropriate allocation of marks and
- Marking guidelines provide clarity around expectations of key elements of answers with appropriate information about mark allocations.
- Marking is undertaken by those academic staff that have taught the course and set the examination assignments/tasks (internal)

6.5.2 Moderation

Good practice in assessment through examination and/or coursework and or school experience employs moderation which:

- Agrees on consistency in the academic level and challenge of questions/tasks where these are set by multiple examiners.
- Ensures consistency of marking standards where more than one individual is involved in marking assessments.
- Ensures comparability with assessment of similar outcomes at the same level in other institutions across the sector.
- Ensures that the principles of criterion-referenced assessment are adhered to.
- Gives feedback to tutors to improve assessment.

The moderation of all forms of assessment shall be done by a team made up of representatives from the mentoring institutions and the College. The moderation report is necessary also for re-accreditation of the programmes.

6.5.3 Assessment of Supported Teaching in School
Assessment of supported teaching in school shall be consistent with and reflect the guidelines in the National Teachers' Standards which require that supported teaching components should provide extended guided periods of teaching for student teachers. A variety of assessment procedures shall be applied in the assessment of students' performance. These are set out in the detailed curriculum and STS handbooks.

7.0 THE ROLE OF THE COLLEGE
- The role of the College and our Partners shall be to prepare qualified and motivated new teachers who are able to inspire their learners to achieve improved learning outcomes.
- The College shall provide opportunities for supported teaching and mentoring as part of teacher preparation to equip student teachers with the requisite competencies to enable them to become qualified, effective and competent professional teachers.
- The College should track where and how the NTS are being addressed through assessment across the programme to ensure student teachers have the opportunity to be successfully assessed against all of the NTS by the end of their period of training.
- New tutors and lectures should be given rigorous training on the system of students' assessment and grading procedures to ensure valid and reliable scores.

Leaders of the College shall:
- ensure that the design and delivery of their pre-service curriculum supports student teachers' development to achieving the NTS.
- develop partnerships with early-years centres and schools on the university/college campus and in surrounding areas to give student teachers sufficient school and teaching experience to meet the NTS.

Supervisors (Lecturers/Tutors) of the College shall be required to:
- undertake professional development in assessment practices in line with the NTS
- provide feedback to enable student teachers to reflect back on their various school experiences and to make sense of what they have learnt.
- undergo training and given opportunities to work more closely with mentors and subject specific supervisors in assessing student teachers' performance in schools.
- use the NTS as the reference point in their assessment of student teachers.

The Partner Schools/Lead Mentors shall:
- provide ideal opportunities for lectures/tutors to observe classes with their student teachers.
- Model exemplary teaching themselves and to work alongside teachers in guiding and assessing student teachers.

7.1 Stakeholders
SMC/PTA, MMDAs, MMDEs, Traditional Authorities, Religious Groups, etc. connected to the Partner School shall play their complimentary roles as stated in the National School Partnership Policy which shall facilitate and contribute to the assessment of the student teacher.

7.2 The Responsibilities of the Student Teacher

The student teacher shall show evidence of progress against the NTS over time, collated in their Professional Teaching Portfolios and using the Standards Tracker. This shall be assessed by the Mentor and Personal Tutor.

Student teachers shall bring their collated Professional Teaching Portfolios to meetings with their mentors to discuss and agree on their progress in teaching and learning.

A student teacher who is paired with another student teacher shall sit in every lesson of their counterpart to provide feedback as part of their own professional practice.

7.3 The Responsibilities of the Mentor
- The Mentor shall sit in every lesson of the student teacher to assess and provide feedback on their professional practice.
- In addition to sitting in every lesson, the Mentor shall undertake regular meetings (at least once in a week) with their student teachers to discuss progress against meeting the NTS.
- The Mentor shall use the Grade Descriptor Grid (Annex 2) as a prompt to support their comments on student teacher performance and progress.

7.4 The Responsibilities of the Personal Tutor
- There shall be a Personal Tutor in the College who shall serve as an Academic Advisor for a year.
- The Personal Tutor shall be the key reference point for all involved in the assessment of student teachers using the NTS as a guide.
- The evidence for this assessment of student teachers shall be through their school and college-based learning and presented in the professional teaching portfolio.

The Personal Tutor shall:
1. coordinate and analyse the reports on course work and examinations from the course tutors and the report from supported teaching in school
2. review the Professional Teaching Portfolios and Standards Tracker to ensure the appropriate evidence is captured and referenced
3. review the evidence of student teacher progress against the NTS and to set targets for further development
4. record and report on the progress of student teachers against the NTS at each review point as feedback
5. perform any other roles or responsibilities that may be assigned by the Principal or Supported Teaching in School Committee

In instances where student teachers have issues with their Personal Tutors, they shall make a report to the Supported Teaching in School Committee for redress.

A student teacher shall be re-assigned to another personal tutor in the event of the tutor's resignation, retirement, death or other complaints assessed by STS committee.
- There shall be an assessment form for scoring supported teaching in school as reflected in the School Placement Handbook and the National School Partnership Policy.
- All those involved in supporting and assessing student teachers in school shall refer to the Supported Teaching in School Handbooks for additional guidance.

8.0 FEEDBACK TO STUDENTS

8.1 An important features of assessing student teachers in school is feedback. Feedback is providing information to student teachers that focuses on their performance or behavior. If students are to gain maximum benefit, they need feedback on each assessment. This should be timely, sufficiently detailed and constructive and should generate suggestions for improving future work. Feedback shall be personalized/individualized in nature and shall focus on hard data, facts or observed examples of evidence.

8.2 All those involved in assessing student teachers in school shall provide quality and effective feedback on their assessments. The feedback shall be in form of oral, written, electronic or peer review.

8.3 In addition, all in-course assessed work should be returned to students in a timely way, normally within three weeks of the assessment's due date.

8.4 Assessed work (including those at the end of semester) must be returned before the next assessed task takes place or the final examination or other end-of-semester assessment is submitted, in order that students can benefit from feedback before further assessment events.

9.0 QUALITY ASSURANCE OF THE ASSESSMENT PROCESS

Quality assurance of the assessment process is critical in obtaining relevant information on student achievement, progress and challenges and remediation.

- The College shall establish strong a Quality Assurance Unit which must be adequately staffed and resourced to carry out its mandate of ensuring valid, reliable results as well as monitoring the activities of tutors, lecturers, mentors, partner schools and other stakeholders that border on academic quality assurance.
- The Quality Assurance unit shall work closely with the quality assurance unit of the mentoring institutions to moderate assessment events to ensure quality.
- The Supported Teaching in School Committee shall be responsible for assuring quality of the assessment process by reviewing and periodically updating the stakeholders on their responsibilities.
- If a stakeholder does not meet its responsibilities, the Committee shall impose sanctions. A sanction shall be single or multi-faceted, and shall cover a wide range of educational opportunities tailored to the stakeholder and the nature of the conduct variation involved. The sanction shall cover but not be limited to written warnings, probation and contract termination.

10.0 INFORMATION AND COMMUNICATION TECHNOLOGY

The College shall use a variety of learning management systems e.g. canvas, saki, to assess student teachers' performance (e.g. testing, discussion, submission of assignments, portfolios) and manage, store and retrieve data.

11.0 DOCUMENTS CONSULTED

- This Assessment Policy was wholly culled from the Final Draft National Teacher Education Assessment Policy
- Draft Education Bill 2015
- Education Act 2008 (Act 778)\

- Colleges of Education Act, 2012, Act 847
- Ministry of Education Inclusive Education Policy
- National Teachers' Standards
- National Teacher Education Curriculum Framework
- Curriculum Writing Guide
- New four-year B.Ed. Curriculum

Annex 1

Rubric for Assessing Student Teacher's Portfolio (Year1)

Candidate -- **Date:**

Semester: First [   ]   **Second** [   ]

Area of Specialization ---

Section A: Expected Behaviour and NTS Indicators

The following descriptions apply to the numerical value of the scale:

4 – Exemplary progress, outstanding documentation

3 – Consistent progress, adequate documentation

2 – Some progress, some documentation

1 – Inadequate progress, little documentation

Section A: Areas of concentration of the NTS for beginning placement student teachers

Task	Score	Comment	NTS theme(s)
1. Personal Philosophy of Teaching: The student teacher should clearly express his/her own philosophy of what it means to be a teacher; show pride in the profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teacher's gender. Student teacher should provide a one page write up of self-awareness, self-identity, beliefs and values.			1f
2. Collaboration work ethics: The student teacher should demonstrate the ability to critique own engagement with mentors, head teachers, learners, parents and other student teachers. These activities should be documented clearly in journals, activity logs, videos, photographs.			1a 1e

3. Supported Teaching on Vacation Student teacher should co-plan/prepare for support teaching small group of learners based on the mentor's lesson plan. Should collect artefacts for building portfolio, observe professional traits of teachers and collect data on learners' progress.		
4. Curriculum review Student teacher should demonstrate knowledge and understanding of the basic school curriculum. Student teacher should report on small group discussions with mentors and peers on the key features of the basic school curriculum. Has comprehensive knowledge of the official school curriculum, including learning outcomes.		2a 2b
5. Child study Student teacher should undertake a **shadow study** of the learners and write reports/notes to show records. Should present activity plan and also collect and analyse data.		2e 2f 3b
6. Traits of professionalism Student teacher should provide Student Reflective Journal (SRJ). Should be able to produce a check list detailing some of observed qualities of a teacher during his/her observation.		1e 1f 1g 2a

Section B: Portfolio Design Assessment

Criteria	Score	Comment
1. Introduction 4 = Significant, clear information about purpose and organization. 3 = Adequate information about progress and organization 2 = Some information about purpose and organization with elements lacking clarity and/or completeness 1 = Insufficient information about purpose and organization		
2. Organization 4 = Evidence is logically presented in a way that is clearly "reader friendly" 3 = Evidence is logically presented clearly and consistently 2 = Some organization with some lack of clarity or consistency		

1 = Insufficient organization that confuse reader		
3. Content 4 = Well chosen, significant documentation 3 = Adequate documentation demonstrating appropriateness 2 = Some documentation with some problems of appropriateness 1 = Insufficient or inappropriate documentation or too much documentation without evidence of selection		
4. Reflection and Conclusion 4 = Relationship to NTS action is complete and clearly articulated 3 = Clearly articulated explanation with most information relating relevance 2 = Somewhat clear explanation with some information relating to relevance 1 = Explanations lack clarity with little or no information relating to NTS		
5. Appearance 4 = Creative appearance that attract interest 3 = Shows professional appearance 2 = Somewhat professional in appearance 1 = Messy, unprofessional appearance		
6. Writing Mechanics 4 = Word usage and mechanics captivate reader 3 = Few errors in grammar, spelling, word usage or punctuation 2 = Significant grammar, spelling, word usage or punctuation errors 1 = Substantial grammar, spelling, word usage or punctuation distracts reader.		

Rubric for Assessing Student Teacher's Portfolio (Year2)

Candidate --- **Date:**

Semester: First ☐   **Second** ☐

Area of Specialization ---

Section A: Expected Behaviour and NTS Indicators

The following descriptions apply to the numerical value of the scale:

4 – Exemplary progress, outstanding documentation

3 – Consistent progress, adequate documentation

2 – Some progress, some documentation

1 – Inadequate progress, little documentation

Areas of concentration of the NTS for year two student teachers

Task	Score	Comment	NTS theme(s)
1. Personal Philosophy of Teaching: Student teacher should clearly express own philosophy of what it means to be a teacher; show pride in the profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teacher's gender. Student teacher should provide a one page write up of self-awareness, self-identity, beliefs and values.			1f
2. Mentor support teaching Student teacher should be able to prepare and teach either individually or in pairs in their subject specialism.			1a 1e
3. Curriculum review Student teacher should demonstrate knowledge and understanding of the basic school curriculum including issues of continuity and progression across all the subject they teach. Student teachers should report on			2a 2b

small group discussions with mentors and peers on the key features of the basic school curriculum. Has comprehensive knowledge of the official school curriculum, including learning outcomes.			
4. Child study Student teacher should be able to do assessment needs of learners; continue data collection, **identify needs**, analyse and interpret the needs of learners, taking into account any issues of background and experience. **Action research** Student teacher should undertake small scale classroom enquiry focused on children and learning.			2e 2f 3b
5. Traits of professionalism Student teacher should provide Student Reflective Journal (SRJ). Should be able to produce a check list detailing some of observed qualities of a teacher during their observation.			1e 1f 1g 2a
Portfolio Assessment Student should provide a summary of their experiences in the professional portfolios developed. Should do a presentation of the supported placement.			1a

Section B: Portfolio Design Assessment

Criteria	Score	Comment
1. Introduction 4 = Significant, clear information about purpose and organization. 3 = Adequate information about progress and organization 2 = Some information about purpose and organization with elements lacking clarity and/or completeness 1 = Insufficient information about purpose and organization		
2. Organization 4 = Evidence is logically presented in a way that is clearly "reader friendly" 3 = Evidence is logically presented clearly and consistently 2 = Some organization with some lack of clarity or consistency 1 = Insufficient organization that confuse reader		
3. Content 4 = Well chosen, significant documentation 3 = Adequate documentation demonstration appropriateness		

2 = Some documentation with some problems of appropriateness 1 = Insufficient or inappropriate documentation or too much documentation without evidence of selection		
4. Reflection and Conclusion 4 = Relationship to NTS action is complete and clearly articulated 3 = Clearly articulated explanation with most information relating relevance 2 = Somewhat clear explanation with some information relating to relevance 1 = Explanations lack clarity with little or no information relating to NTS		
5. Appearance 4 = Creative appearance that attract interest 3 = Next, professional appearance 2 = Somewhat professional in appearance 1 = Messy, unprofessional appearance		
6. Writing Mechanics 4 = Word usage and mechanics captivate reader 3 = Few errors in grammar, spelling, word usage or punctuation 2 = Significant grammar, spelling, word usage or punctuation errors 1 = Substantial grammar, spelling, word usage or punctuation distracts reader.		

Rubric for Assessing Student Teacher's Portfolio (Year3)

Candidate -- **Date:**

Semester: First [ ] **Second** [ ]

Area of Specialization ---

Section A: Expected Behaviour and NTS Indicators

The following descriptions apply to the numerical value of the scale:

4 – Exemplary progress, outstanding documentation

3 – Consistent progress, adequate documentation

2 – Some progress, some documentation

1 – Inadequate progress, little documentation

Areas of concentration of the NTS for year three student teachers

Task	Score	Comment	NTS theme(s)
1. Reviewed Personal Philosophy of Teaching: **S**tudent teacher should clearly state personal philosophy with supporting theories expressing what it means to be a teacher and how to apply it in teaching. Show pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teachers' gender. Student teacher should provide a one page write up of self-awareness, self-identity, beliefs and values.			1f
2. Independent Teaching Student teacher with the support of the mentor should engage in the following: • Planning: (scheme of work, lesson plan,) • Delivery: (presentation & sequencing of prepared lesson)			1a 1e 3a 3c

• Assessment: (evaluate students assessment given and feedback received from mentors, lesson reflection) Lesson structures should vary to include all learners.			
3. Action research Student teacher should be able to undertake action research, evaluate and reflect on their teaching and on learners learning. Student teachers should produce introductory report on action research for year 3.			2e 2f 3b
4. Emerging leadership to support learner/student learning: Student teacher prepares carefully designed tasks that requires pupil/students. Should assign leadership roles to females and males equally. Student teacher employs creative approaches in teaching. Student teacher should keep samples of learners' exercises and gender responsive score cards in their folders.			1c 1e 1f 1g 2a 3h
5. Professionalism Student teacher should show high level of attendance and punctuality, high regard for policies of MoE/GES and those of the school in which they teach. Student teacher should provide Student Reflective Journal (SRJ). Should be able to produce a check list detailing some of observed qualities of a teacher during their observation.			
Portfolio Assessment Student should provide a summary of their experiences in the professional portfolios developed. Should do a presentation of the supported placement.			1a

Section B: Portfolio Design Assessment

Criteria	Score	Comment
1. Introduction 4 = Significant, clear information about purpose and organization. 3 = Adequate information about purpose and organization 2 = Some information about purpose and organization with elements lacking clarity and/or completeness 1 = Insufficient information about purpose and organization		
2. Organization		

4 = Evidence is logically presented in a way that is clearly "reader friendly" 3 = Evidence is logically presented clearly and consistently 2 = Some organization with some lack of clarity or consistency 1 = Insufficient organization that confuse reader		
3. Content 4 = Well chosen, significant documentation 3 = Adequate documentation demonstration appropriateness 2 = Some documentation with some problems of appropriateness 1 = Insufficient or inappropriate documentation or too much documentation without evidence of selection		
4. Reflection and Conclusion 4 = Relationship to NTS action is complete and clearly articulated 3 = Clearly articulated explanation with most information relating relevance 2 = Somewhat clear explanation with some information relating to relevance 1 = Explanations lack clarity with little or no information relating to NTS		
5. Appearance 4 = Creative appearance that attract interest 3 = Shows professional appearance 2 = Somewhat professional in appearance 1 = Messy, unprofessional appearance		
6. Writing Mechanics 4 = Word usage and mechanics captivate reader 3 = Few errors in grammar, spelling, word usage or punctuation 2 = Significant grammar, spelling, word usage or punctuation errors 1 = Substantial grammar, spelling, word usage or punctuation distracts reader.		

Rubric for Assessing Student Teacher's Portfolio (Year4)

Candidate -- **Date:**

Semester: First ☐   **Second** ☐

Area of Specialization ---

Section A: Expected Behaviour and NTS Indicators

The following descriptions apply to the numerical value of the scale:

4 – Exemplary progress, outstanding documentation

3 – Consistent progress, adequate documentation

2 – Some progress, some documentation

1 – Inadequate progress, little documentation

Areas of concentration of the NTS for year four student teachers

Task	Score	Comment	NTS theme(s)
1. Final Personal Philosophy of Teaching: Student teacher should clearly state personal philosophy with supporting theories expressing what it means to be a teacher and how to apply it in teaching. Show pride in their profession; learners like and respect their teacher; learners see their teacher as a role model for females and males regardless of the teacher's gender. Student teacher should provide a one page write up of self-awareness, self-identity, beliefs and values.			1f
2. Independent Teaching Student teacher with the support of the mentor should engage in the following: • Planning: (scheme of work, lesson plan,)			1a 1e 3a 3c

Criteria			
• Delivery: (presentation & sequencing of prepared lesson) • Assessment: (evaluate students assessment given and feedback received from mentors, lesson reflection) Lesson structures should vary to include all learners.			
3. Finalised Action research and produce final report Student teacher should be able to undertake action research, evaluate and reflect on their teaching and on learners learning. Student teacher should produce introductory report on action research for year 3.			2e 2f 3b
4. **Growing leadership to support pupil/student learning:** Student teacher should perform his/her duty with little or no supervision. Student teacher prepares carefully designed tasks that requires pupil/students. Should assign leadership roles to females and males equally. Student teacher employs creative approaches in teaching. Student teacher should keep samples of learners' exercises and gender responsive score cards in their folders.			1c 1e 1f 1g 2a 3h
5. Professionalism Student teacher should show high level of attendance and punctuality, high regard for policies of MoE/GES and those of the school in which they teach. Student teacher should provide Student Reflective Journal (SRJ). Should be able to produce a check list detailing some of observed qualities of a teacher during practice.			

Section B: Portfolio Design Assessment

Criteria	Score	Comment
1. Introduction 4 = Significant, clear information about purpose and organization. 3 = Adequate information about progress and organization 2 = Some information about purpose and organization with elements lacking clarity and/or completeness 1 = Insufficient information about purpose and organization		
2. Organization		

4 = Evidence is logically presented in a way that is clearly "reader friendly" 3 = Evidence is logically presented clearly and consistently 2 = Some organization with some lack of clarity or consistency 1 = Insufficient organization that confuse reader		
3. Content 4 = Well chosen, significant documentation 3 = Adequate documentation demonstration appropriateness 2 = Some documentation with some problems of appropriateness 1 = Insufficient or inappropriate documentation or too much documentation without evidence of selection		
4. Reflection and Conclusion 4 = Relationship to NTS action is complete and clearly articulated 3 = Clearly articulated explanation with most information relating relevance 2 = Somewhat clear explanation with some information relating to relevance 1 = Explanations lack clarity with little or no information relating to NTS		
5. Appearance 4 = Creative appearance that attract interest 3 = Next, professional appearance 2 = Somewhat professional in appearance 1 = Messy, unprofessional appearance		
6. Writing Mechanics 4 = Word usage and mechanics captivate reader 3 = Few errors in grammar, spelling, word usage or punctuation 2 = Significant grammar, spelling, word usage or punctuation errors 1 = Substantial grammar, spelling, word usage ofrpunctuation distracts reader.		

Annex 2

Grade Descriptor Grid

Ratings: 4 – Outstanding; 3 – Very good; 2 – Good; 1 – Inadequate (needs remediation)

LEVEL OF ACHIEVEMENT					
NTS	**Outstanding**	**Very Good**	**Good**	**Inadequate**	**Means of Verification**
	Much of the quality of student teachers' performance over time is outstanding and never less than consistently very good	Much of the quality of student teachers' performance over time is very good; with some elements of good.	This student teachers' performance over time is good with some aspects needing improvement.	Student teachers' performance do not meet the Minimum level of practice required by the NTS.	
Critically and collectively reflects to improve teaching and learning. NTS page 18 (1a);	Teacher consistently critiques own practice and uses it to improve learning.	Much of the time, the teacher critiques own practice and shows urgency.	Teacher has a clear understanding but unable to translate that into effective teaching and learning.	Teacher does not reflect on his/her own teaching.	• Gender responsive scorecard • Teacher portfolio • Course outline • Reflective logs • Journals • Lesson evaluation report by mentors • Lesson notes • TLRs used to facilitate teaching and learning • Inclusive education monitoring tool

Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge NTS 2c page 21	Teacher regularly plans his lesson notes and shows a variety of teaching and learning strategies appropriate to learner at their different developmental stages and ensures the equal participation of all learners.	Teachers much of the time, s/he plans a variety of teaching and learning strategies appropriate to learners at their different developmental stages and ensures the equal participation of all learners.	Teacher has come knowledge of the subject matter but does not go beyond what is in the curriculum and textbook.	Teacher does not demonstrate good understanding of subject knowledge beyond curriculum and text book.	• Study notes • Lesson notes • Teacher portfolio • Gender responsive scorecards for teachers • Video clips of practice • Professional journals • Reflective logs • Classroom observation by peers, lead mentors and mentors • Learners feedback and evaluation of teachers • Inclusive education monitoring tool
Understands how children develop and learn in diverse contexts and applies this in their teaching. NTS 2e page 22	Teacher regularly plans his lesson notes and shows a variety of teaching and learning strategies appropriate to all learners at their different developmental stages and ensures equal participation.	Teacher much of the time, plans a variety of teaching and learning strategies appropriate to all learners at their different developmental stages and ensures the equal participation.	Lesson notes and plans of teacher do not show a variety of teaching and learning strategies appropriate to all learners at their different developmental stages and do not ensures equal participation.	Teacher cannot plan lessons and notes appropriate to all learners at different developmental stages to ensure equal participation.	• Lesson notes • Teacher portfolio • Gender responsive scorecards for teachers • Portfolio • Mentor evaluation • Inclusive education monitoring tool

Create a safe, encouraging learning environment. NTS 3c page 24 NTS 3d page 24	Teacher regularly maintains friendly but firm discipline to facilitate effective teaching and learning. Teacher consistently creates a safe and encouraging learning environment.	Teacher often maintains friendly but firm discipline to facilitate effective teaching and learning. Teacher often creates a safe and encouraging learning environment.	Teacher is warm and friendly but unable to maintain class discipline and maintain a neatly organized classroom to facilitate teaching and learning.	The teacher is not warm, friendly, fair and unable to maintain discipline and a clean classroom that encourages teaching and learning.	• Lesson notes • Evaluation of lessons by mentors • Gender responsive scorecards. • Photographs of classrooms. • Feedback from colleagues • Inclusive education monitoring tool.
	▭	▭	▭	▭	
Employs a variety of instructional strategies that encourage learner participation and critical thinking. NTS 3e page 24; and 3h page 25	Teacher consistently uses at least 3-4 instructional strategies to actively engage, challenge and provoke positive responses from all learners. The teacher is also gender responsive.	Teacher often uses 2-3 instructional strategies to actively engage, challenge and provoke positive responses from all learners. The teacher is also gender responsive.	Teacher occasionally uses 1-2 instructional strategies to actively engage, challenge and provoke positive responses from all learners. The teacher is also gender responsive.	Teacher does not use any instructional strategies to actively engage, challenge and provoke positive responses from all learners. The teacher is also gender responsive.	• Lesson notes/plans • Evaluation of lessons by mentors • Gender responsiveness scorecards\ • Student teacher self-evaluation • Photographs of classrooms. • Feedback from peers • Learner exercise books • Reflective logs • Inclusive education • Inclusive education monitoring tool.
	▭	▭	▭	▭	

Pays attention to all learners, especially girls and learners; with Special Educational Needs, ensuring their progress. NTS 3f page 24	Teacher consistently and effectively evaluate and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (including Gifted and Talented).	Much of the time the teacher evaluate and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented).	Teacher has a clear understanding of the need of all pupils, including those with special educational needs, those of high ability; and is not able to use and evaluate distinctive teaching approaches to engage and support them.	Teacher does not have a clear understanding of the need of all pupils, including those with special educational needs, those of high ability; and is not able to use and evaluate distinctive teaching approaches to engage and support them.	• Lesson evaluation report by mentors. • Lesson notes • TLRs used to facilitate teaching and learning • Gender responsive scorecards for assess • Teacher portfolio • Course outlines • Inclusive education monitoring tool.

Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes NTS 3g; page 25	Teacher consistently uses instructional strategies that are differentiated and targeted for different grades' learning for multi age groups and multilingual classes. ☐	Teacher often uses instructional strategies that are differentiated and targeted for different grades' learning for multi age groups and multilingual classes. ☐	Teacher occasionally uses instructional strategies that are differentiated and targeted for different grades' learning for multi age groups and multilingual classes. ☐	Teacher does not use instructional strategies that are differentiated and targeted for different grades' learning for multi age groups and multilingual classes. ☐	• Lesson plans • Learner records • Lesson evaluation by mentors and peers • Teaching and Learning Resources • Inclusive education monitoring tool.
Explains concepts clearly using examples familiar to learners. NTS 3i page 25	Teacher consistently uses drawings, diagrams, demonstrations, teaching and learning resources that are familiar to learners to explain new and difficult concepts. ☐	Teacher often uses drawings, diagrams, demonstrations, teaching and learning resources that are familiar to learners to explain new and difficult concepts. ☐	Teacher occasionally uses drawings, diagrams, demonstrations, teaching and learning resources that are familiar to learners to explain new and difficult concepts. ☐	Teacher does not use drawings, diagrams, demonstrations, teaching and learning resources that are familiar to learners and does not also explain new and difficult concepts. ☐	• Learners verbal responses • Lesson evaluation by mentors and peers • Teaching and Learning Resources • Learning records on progress in exercise books etc. • Gender responsive scorecards • Photos of TLRs used • Photos of boards • Inclusive education monitoring tool.

Produces and used a variety of teaching and learning resources that enhance learning including ICT.

NTS 3j page 26 | Teacher consistently uses local materials and other technologies such as audio-visuals, animations, simulations, cartooning, games and ICT technologies to support learning in a multitude of ways. | Teacher often uses local materials and other technologies such as audio-visuals, animations, cartooning, simulations, games and ICT technologies to support learning in a multitude of ways. | Teacher occasionally uses local materials and other technologies such as audio-visuals, animations, cartooning, simulations, games and ICT technologies to support learning in a multitude of ways. | Teacher does not use local materials and other technologies such as audio-visuals, animations, cartooning, simulations, games and ICT technologies to support the needs of learners. | • Learners verbal responses
• Lesson evaluation by mentors and peers
• Teaching and Learning Resources
• Learning records on progress in exercise books etc.
• Gender responsive scorecards
• Photos of TLRs used
• Photos of board illustrations.
• Inclusive education monitoring tool. |
| Integrates a variety of assessment modes into teaching to support learning.

NTS 3k page 26 | Teacher consistently integrates diverse assessment modes e.g. quizzes, assignments, presentations, projects, stories etc. in practice. | Teacher often integrates diverse assessment modes e.g. quizzes, assignments, presentations, projects, stories etc. in practice. | Teacher sometimes integrates diverse assessment modes e.g. quizzes, assignments, presentations, projects, stories etc. in practice. | Teacher does not integrates diverse assessment modes e.g. quizzes, assignments, presentations, projects, stories etc. in practice. | • Exercise books
• Photos of board illustration.
• Gender responsive scorecards
• Teachers record of learners' progress
• Inclusive education monitoring tool. |

Listens to learners and gives constructive feedback NTS 3l; page 26 NTS 3m; page 27	Teacher regularly listens to learners and provides positive, timely, specific, clear and detailed feedback to enhance understanding and consistently provides remediation services when needed.	Teacher often listens to learners and provides positive, timely, specific, clear and detailed feedback to enhance understanding and consistently provides remediation services when needed.	Teacher occasionally listens to learners and provides positive, timely, specific and clear feedback to enhance understanding and consistently provides remediation services when needed.	Teacher does not listens to learners and does not provides positive, timely, specific and clear feedback to enhance understanding and consistently does not provide remediation services when needed.	• Exercise books • Feedback from mentors • Counseling reports • Inclusive education monitoring tool.
Keeps meaningful records and communicates student progress regularly to learners and parents. NTS 3n; page 27	Teacher regularly keeps meaningful records of learners' assessment and uses the information to inform planning and teaching.	Teacher often keeps meaningful records of learners' assessment and uses the information to inform planning and teaching.	Teacher occasionally keeps meaningful records of learners' assessment and uses the information to inform planning and teaching.	Teacher does not keeps meaningful records of learners' assessment to inform planning and teaching.	• Head teachers records of teacher attendance • Records of learners' work • Report on school-based assessments, project work and problem–based assessment. • Gender responsive scorecards for teachers • Written records of learners' progress by parents. • Inclusive education monitoring tool.

Comments on assessment frequency
Outstanding: 80%+
Good: 60% to 79%
Working towards good: 50% to 59%
Inadequate – Below 50% (develop and implement remediation measures)