



Sindh Education Student Learning Outcome Assessment Framework (SESLOAF)

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1.0 Gaps and Needs Analysis in Assessments:

- 1.1. The **National Education Policy, NEP (2009)** emphasizes the capacity deficit of the system in offering high quality school based assessments. The NEP 2009 and the major reports on assessments particularly, highlight the consistent assessment of “Low cognitive skills, the persistence of the dilemma of ‘rote memorization’ and the capacity deficit of Education System in implementing multiple forms of assessments and the procedures for quality and standardized assessment development, administration, marking, results analysis and reporting”. Thus, leading to the various un- professional practices and also mal-practices encountered pre-during and post assessments.
- 1.2 The **Education Policy 2009** particularly highlights the following for Improving Student Assessment and Assessment Systems;
- 1.3 Assessment systems are considered as quality measures that cater to a number of requirements of the education system. These can be used to measure overall system efficiency as well as individual students’ performance for movement in the education system. A comprehensive assessment design would provide feedback for improvements at all tiers starting from changes in the classroom to improvements in the national systems.
- 1.4 Assessment mechanism should be such that analytical thinking, creativity and critical reflections are tapped and encouraged.
- 1.5 The recent work of the National Education Assessment System shall be continued and further in reforming the system across the country.
- 1.6 Various reports highlight that the system **lacks a comprehensive design and framework for assessment** including summative, continuous, benchmark and authentic assessment, hence; 1) The broad functions of assessment that is provision of varied opportunities to acquire and demonstrate authentic learning outcomes according to the performance standards outlined in the curriculum is not present. 2) The formative function of assessment that is use of assessment data for improved outcomes of students learning and improved system is not evidenced at any level.
- 1.7 The assessment systems at the macro-levels; including National and Provincial Assessments and micro-levels; including classroom and schools based assessments in the country continues to be sub-standard and present an overall low capacity of the system in leading, planning, developing, administering, marking and reporting standardized and high quality school based and large scale assessments.
- 1.8 School based assessments mostly require students to regurgitate content from the textbook – not analyse, evaluate or create something new. The textbooks are often viewed as the real curriculum. The textbooks generally contain few if any high order thinking tasks. Teachers are not rewarded for innovative teaching which promotes high order thinking skills because higher order thinking is not required for most assessments.
- 1.9 The assessment system continues to exist with the following major deficiencies:
 - Both validity and reliability of our tests have been seriously compromised.
 - Validity is never established, no assessment framework is available. If not others, content validity is a must for any assessment system. Without validity in assessment/valid assessment any claim to quality learning is self-falsified.