

NCEME 2022

Virtual National Conference on Educational Measurement and Evaluation August 25 – 27, 2022

PANEL DISCUSSION 2: Using Assessment Data in Transforming Curriculum and Instruction

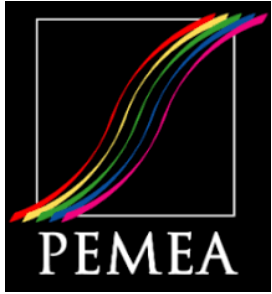


**HOW TO MAXIMIZE THE
POWER OF ASSESSMENT
TO MEASURE AND
RECOVER LEARNING
LOSSES**

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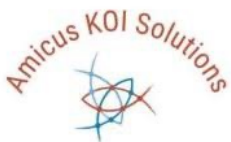
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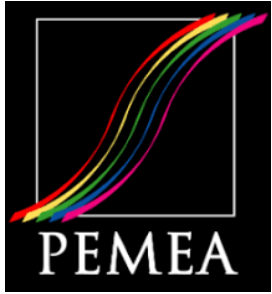
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My talking points...



- Impact of school closures during the pandemic
- The Learning Loss Challenge
- Implementing assessments to measure learning levels and track recovery





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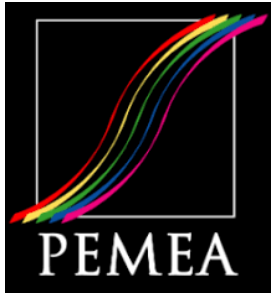
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Impact of school closures during the pandemic



- Substantial evidence of extensive learning losses worldwide due to school closures during the COVID-19 pandemic.
- Future individual and national productivity will be lower.
- Schools need to recover from learning losses
- Recovery should start with testing students to inform teachers, schools, and education policymakers of the severity of the learning loss/





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The Learning Loss Challenge

- Knowing the degree of learning loss will guide teachers on where to start lessons as schools open.
- Test/assessment results will act as the baseline for policymakers to evaluate the impact of learning recovery policies.
- Four strategies to recover learning loss:

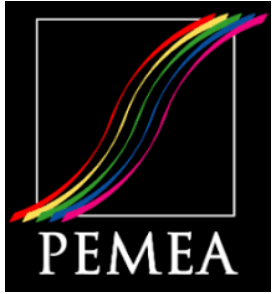
1. Teaching should be tailored to the students' current learning level.

2. The curriculum can be revised or consolidated to give more time to core competencies.

3. Learning hours – within the day, week or year can be increased.

4. Re-enrollment campaigns can encourage the return of students who dropped out during the pandemic and are at risk of not returning.

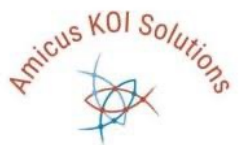
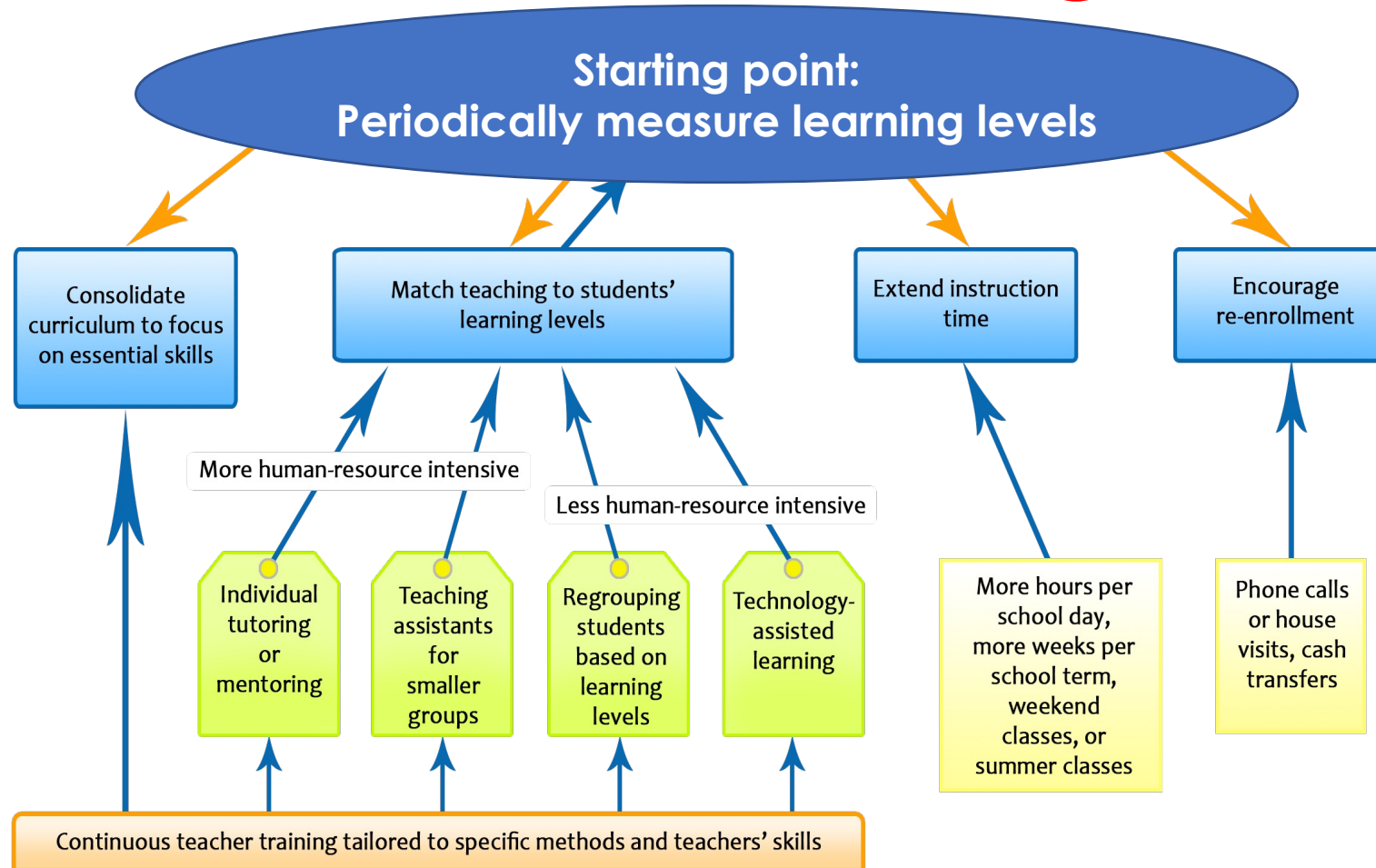




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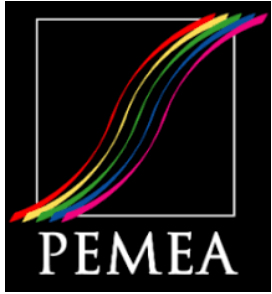
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How to recover learning loss?



Taken from: ADB, July 2022. How to recover Learning Losses from COVID-19 school closures in the Asia and the Pacific.





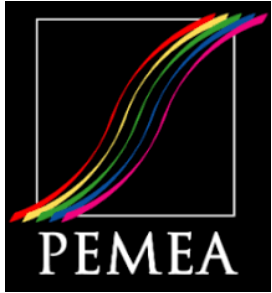
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Key Takeaways

- School closures led to substantial learning losses that urgently need to be recovered.
- A key first step after schools safely reopen is to test/assess students to determine how much knowledge was lost or forgone and what level to start instruction.
- Teaching based on the students' level is crucial for learning recovery.
- Prioritizing foundational skills, extending instruction time, and encouraging the re-enrollment of dropouts are important in learning recovery.
- Quality in-service teacher training is needed to support changes in curriculum and instruction.





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Any questions?

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