**Module 1 Questions:**

**Q1**: Explain in about 350 words why M&E informs good programming practice. (10 marks)

A well-functioning M&E system is a critical part of good project/programme management and accountability. Timely and reliable M&E provides information to:

M&E support project/programme implementation with accurate, evidence based reporting that informs management and decision-making to guide and improve project/programme performance.

It contributes to organizational learning and knowledge sharing by reflecting upon and sharing experiences and lessons so that we can gain the full benefit from what we do and how we do it.

M&E uphold accountability and compliance by demonstrating whether or not our work has been carried out as agreed and in compliance with established standards and with any other donor requirements.

It also provides opportunities for stakeholder feedback, especially beneficiaries, to provide input into and perceptions of our work, modelling openness to criticism, and willingness to learn from experiences and to adapt to changing needs.

It promotes and celebrate our work by highlighting our accomplishments and achievements, building morale and contributing to resource mobilization.

The information that M&E programs and systems generate is critical for raising awareness and promoting a debate about the efficiency of public programs and policies. It can empower citizen to hold their government accountable – as long as there are also the mechanisms in place for the government to use this feedback to make changes in budgeting, planning, or efficiency of programs.

**Q2**: Describe the fundamental similarities and differences between Monitoring and Evaluation. (10 marks)

**Fundamental Similarities between Monitoring and Evaluation**;

What monitoring and evaluation have in common is that they are both reflective processes aimed at learning from experience. They follow the same basic processes:

Both Monitoring and Evaluation are similar in observation and collection of information.

Reflection (analysis and assessment of findings). Monitoring and Evaluation are similar when it comes to doing analysis and assessment of findings.

Decision making regarding new action to be taken. They are also similar in decision making regarding actions to be taken concerning the project activity.

**Fundamental differences between Monitoring and Evaluation;**

By monitoring is meant a routine process, that scrutinizes the activities and progress of the project and also finds out the deviations that occur while undertaking the project. As against, evaluation is a periodical activity that makes inferences about the relevance and effectiveness of the project or program.

While monitoring is observational in nature, evaluation is judgmental.

Monitoring is an operational level activity, performed by the supervisors. On the other hand, evaluation is a business level activity performed by the managers.

Monitoring is a short-term process, that is concerned with the collection of information regarding the success of the project. Conversely, evaluation is a long-term process, which not only records the information but also assesses the outcomes and impact of the project.

Monitoring focuses on improving the overall efficiency of the project, by removing bottlenecks, while the project is under process. Unlike, evaluation stresses on improving the effectiveness of the project, by making the comparison with the established standards.

Monitoring is usually carried out by the people who are directly involved in its implementation process. In contrast, evaluation can be conducted by internal staff of the organization, i.e. managers or it can also be carried out by independent external party, who can give their impartial views on the project or program.

**Q3:** Describe the difference between formative and summative evaluation process and explain the time of each process in the life of a project.10mrks)

**Formative Evaluation:**

Formative evaluation is used during the teaching learning process to monitor the learning process.

Formative evaluation is developmental in nature. The aim of this evaluation is to improve student’s learning and teacher’s teaching.

Generally, teacher made tests are used for this purpose.

The test items are prepared for limited content area.

It helps to know to what extent the instructional objectives have been achieved.

It provides feed-back to the teacher to modify the methods and to prescribe remedial works.

Only few skills can be tested in this evaluation.

It is a continuous and regular process.

It considers evaluation as a process.

It answers to the question, whether the progress of the pupils in a unit is successful?

**Summative Evaluation:**

Summative evaluation is used after the course completion to assign the grades.

Summative evaluation is terminal in nature. Its purpose is to evaluate student’s achievement.

Generally standardized tests are used for the purpose.

The tests items are prepared from the whole content area.

It helps to judge the appropriateness of the instructional objectives.

It helps the teacher to know the effectiveness of the instructional procedure.

Large number of skills can be tested in this evaluation.

It is not regular and continuous process.

It considers evaluation as a product.

It answers to the question, the degree to which the students have mastered the course content.

* In the Initiation phase, formative evaluation is done throughout the initiation processes whereas summative evaluation is done at the end of the initiation phase.
* Planning phase, formative evaluation is throughout the planning phase and summative evaluation is at the end of the planning processes.
* Execution phase, formative evaluation is done during the execution processes while summative evaluation is carried out at the end of the execution phase.
* At the closing phase, formative evaluation is carried out throughout the closing process of the project whereas summative evaluation is done at the end of the project closure.

**Q4: With brief explanations, outline the key questions both formative and summative evaluations seek to answer. (10mrks)**

1. **What makes an assessment formative?**

An assessment is “formative” if the data collected is used to gauge student understanding; provides students with specific, actionable, and immediate feedback; and adjust instructional strategies in relation to the standards or learning goal. The formative assessment process involves both the teacher and the student, answering the following questions regarding student learning:

• Where am I going?

• Where am I now?

• How do I get from here to there?

Within the formative assessment process, the teacher and the student are giving and receiving feedback about the student’s learning progression using a continuous dialogue in order to know what comes next for student learning. As such, formative practices personalize the teaching and learning cycle.

1. **What are some examples of effective formative assessment practices?**

Most teachers are already using formative assessment practices within their own classrooms. Some examples include teacher observations of student learning, student-teacher conferencing, questioning for understanding, thumbs up/thumbs down, exit and entrance tickets, students using whiteboards within the classroom, etc. The key to using these strategies effectively is to use the data gathered from formative practices to reflect on and provide high-quality feedback that guides future teaching and learning.

1. **How is the formative assessment process different than summative and interim assessment?**

Teachers use the formative assessment process naturally and continuously within daily/weekly lessons to collect data on students’ learning progression. Effective formative practices allow teachers the ability to make real-time adjustments to both lessons and teaching strategies in order to meet student needs while answering the question, “What comes next for student learning?” Interim assessments are different than formative in that they are designed to benchmark and monitor progress by providing multiple data points across time through periodic snapshots that are typically grade level and school-centered, and that answer the question, "What progress are our students making?" Interim assessments are test events, while formative practices are a part of the learning process, embedded within an instructional flow.

1. **What is best practice regarding formative assessment practices and grading?**

This question has been debated by both teachers and experts within the field. Many educators believe that assessments are only formative if they are ungraded and used solely to guide and improve student learning. Practitioners with this viewpoint believe that because formative assessment is thought of as “practice”, it should not be scored nor count toward a summative grade. Instead, they believe that student progress should be communicated through specific, actionable, and immediate feedback including face-to-face conferencing or narrative comments. Providing students with written or verbal feedback is more powerful that assigning a grade. Feedback should be given on-the-spot to within one day of the formative assessment, either through student-teacher conferencing, written narrative comments, small group dialogue with teacher or peer conferencing. Feedback should help students and teachers answer the essential questions:

• Where am I going?

• Where am I now?

• How do I get from here to there?

1. **How can homework be used formatively? Homework can be used formatively if:**

• the homework is selectively assigned for practice within a new learning target

• teachers provide students with specific, actionable, and immediate feedback regarding their performance on the homework (Grades are not considered formative feedback)

• teachers quickly use evidence gathered from the homework to adjust what comes next in instruction.

1. **How can I make sure my students are using the feedback I provide to advance their learning?**

Many teachers observe students throwing away assignments after giving the letter grade a quick glance, forgetting that the assignment ever existed. Through the formative assessment process, effective feedback is communicated not through letter grades, but through verbal and written conversations. Within the formative assessment process, teachers are constantly tracking and monitoring student learning, and students are constantly working with teachers to close learning gaps. Because most educators do not grade formative assessments, they serve as a means of practice. Through this practice, students work to improve their skills by seeking feedback from teachers and peers before embarking on the summative assessment.

1. **What if a student shows a solid understanding of the learning target within my formative practices, but does NOT within the classroom summative assessment (chapter test, end of unit test, etc.)?**

This issue may occur because the classroom summative assessment is not measuring the intended target or standards that were measured within the formative practice. There should be a direct relationship between what is being assessed formatively and summatively. It is important for educators to remember that formative assessment practices focus on smaller learning targets and the more immediate question, “What comes next for student learning?” while summative assessments determine mastery of skills at the end of a unit, semester, or year answering the more retrospective question, did all of my students meet the standard/master the content?

1. **How much time does the formative assessment process take? How do I find time in my schedule to use it in my classroom?**

The formative assessment process should occur naturally within lessons, and therefore, it should not take away from instructional time, but rather personalize instruction. However, teachers will need to factor in time to review the information gathered from their formative practices whether it be looking through exits slips to form small group skill work, reading through anecdotal notes to understand student misconceptions, or studying data from a quiz to determine which students have shown proficiency and are ready to move on to the next standard or skill. Usually, teachers have already incorporated these practices into their planning time, since this is simply part of being a reflective practitioner. The formative assessment process is simply thinking about student learning progressions, and adjusting to meet the day-to-day instructional needs.

**Q5: Explain the main limitations of the pretest-post-test model of evaluation**

**(10mrks)**

* Hard to discern if the positive change charted in a pre-post-test is due to learning in the classroom or simply natural maturation.
* Due to students dropping out, the post-test results may be higher because those who remain are more successful or persistent.
* Problems with statistics: if the control group scored so low that they can only go up, or the control group that scored so high little improvement will be indicated in the post-test scores.
* If using the same test for both the pre- and post-test, some argue that students will absorb knowledge just from taking the test and will attend more readily to the content.
* Tendency to teach to the post-test.

**References:**

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