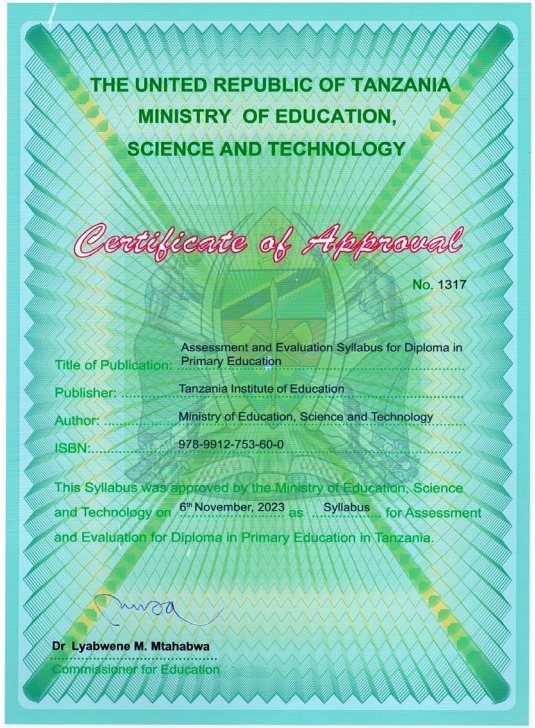
THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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Dr Lyabwene M. Mtahabwa
Commissioner for Education

ASSESSMENT AND EVALUATION SYLLABUS FOR DIPLOMA IN PRIMARY EDUCATION

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Tanzania Institute of Education
Mikocheni Area
132 Ali Hassan Mwinyi Road
P. O. Box 35094
14112 DAR ES SALAAM

Tel: +255 735 041 168/+255 735 041 170
E-mail: director.general@tie.go.tz
Website: www.tie.go.tz

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Abbreviations and Acronyms

ICT	Information and Communication Technology
TET	Taasisi ya Elimu Tanzania
TIE	Tanzania Institute of Education
WyEST	Wizara ya Elimu, Sayansi na Teknolojia

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Finally, and in a special way, TIE would like to thank the Ministry of Education, Science and Technology for facilitating the preparation and distribution of this syllabus.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

The Assessment and Evaluation is a compulsory subject for students studying Diploma in Primary Education. This subject will enable the student teachers to analyze different assessment and evaluation methods for primary education, demonstrate mastery of skills for developing assessment tools to assess learning progress as well as providing intervention using the results from assessment and evaluation to improve teaching and learning. Also, this subject aims to enable the student teachers to acquire the knowledge, skills and attitudes that will make them creative, flexible and able to facilitate teaching and learning based on the needs of the student.

Furthermore, this syllabus has been prepared to guide the teaching and learning of Assessment and Evaluation at the Diploma in Primary Education level in Tanzania Mainland. The syllabus interprets the teaching and learning of competences indicated in the 2023 Diploma in Primary Education Curriculum. It provides instructions to guide tutors on how to prepare student teachers to assess and evaluate learning. The tutor is advised to read all sections carefully in order to plan and implement the syllabus successfully.

2.0 The Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
(b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights; attitudes and inclusive actions;
(c) Develop knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for personal development and the sustainable development of the nation and the world at large;
(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
(e) Develop life and work-related skills to increase efficiency in everyday life;
(f) Cultivate a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
(g) Identify and address cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
(h) Foster national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Teacher Education

3.1 The main objective of teacher education

The main objective of teacher education is to prepare a professional and competent teacher capable of adapting to teaching and learning that align with the scientific, technological and social advancements. This preparation aims to equip a Tanzanian citizen with knowledge, skills, and positive attitudes, while fostering a deep respect for human rights, equality and a commitment to lifelong learning.

3.2 Specific objectives of teacher education

The specific objectives of teacher education are to enable a student teacher to:

(a) Develop a theoretical understanding of teacher education, the ethics of the teaching profession, ethical principles, and the foundations of teaching;
(b) Acquire competence in teaching and learning methods;
(c) Acquire competence in assessment and evaluation methods based on competence development;
(d) Foster innovation and creativity in teaching and learning while considering the pupils' needs;
(e) Apply ICT and assistive technology in teaching and learning;
(f) Develop skills for early identification of a pupil with special needs and provide him/her with appropriate intervention;
(g) Strengthen the use of language in teaching and learning; and
(h) Develop skills focusing on improving teaching, learning and assessment (i.e., classroom-based research).

4.0 General Competences of Teacher Education for Diploma in Primary Education

The general competence of Teacher Education for a Diploma in Primary Education aims at enabling a student teacher to:

(a) Apply teaching theories and foundations in teaching and learning;
(b) Master teaching and learning methods;
(c) Master methods for assessment and evaluation based on competence development;
(d) Master methods for fostering innovation and creativity in teaching and learning, taking into account the pupil's needs;
(e) Use ICT and assistive technology in teaching and learning;

(f) Identify a pupil with special needs and provide appropriate intervention;
(g) Use relevant language appropriately in teaching and learning;
(h) Apply leadership skills in academics (i.e., instructional leadership); and
(i) Demonstrate mastery of the skills for enhancing teaching, learning and assessment (i.e., classroom-based research).

5.0 Main and Specific Competences

The main and specific competences to be developed by the student teacher are presented in Table 1.

Table 1: *Main and Specific Competences in First and Second Year*

Main competences	Specific competences
1.0 Demonstrate mastery of the principles of assessment and evaluation in Primary Education	1.1 Analyse the assessment and evaluation methods in Primary Education based on competence development
	1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing learning progress based on competence development
2.0 Use assessment results to evaluate the pupil's progres	2.1 Demonstrate mastery of the methods for providing appropriate intervention to improve teaching and learning

6.0 Roles of Tutor, Student Teacher and Parent/Guardian in Teaching and Learning

The teaching and learning process depends on collaboration among the tutor, student teacher and parent/guardian. Their roles are described in the following subsection.

6.1 The tutor

The tutor is expected to:

(a) Promote teaching and learning based on 21st-century skills. This includes methods that will make a student teacher the centre

of learning. Some of the recommended methods are those that help the student teacher develop the ability to think, reflect, and seek knowledge from various sources to solve teaching and learning challenges;

(b) Create an enabling teaching and learning environment, including improvisation of the resources;
(c) Provide a fair and equitable fostering environment to student teachers regardless of their differences; and
(d) Identify the student teacher's special requirements and provide him/her with appropriate support.

6.2 Student teacher

The student teacher is expected to:

(a) Participate effectively in training activities inside and outside the classroom to ensure that he or she develops appropriate competence in various areas, including classroom management and instructional and assessment methods. The acquired competence will enable the student teacher to determine the student's progress and improve the teaching and learning process;
(b) Participate in continuous training at schools in the college neighbourhood to apply the learning theories;
(c) Participate in a one-year internship under the guidance of experienced teachers to strengthen competence and professionalism/ expertise in the teaching profession;
(d) Collaborate with fellow student teachers and the tutor in the learning process; and
(e) Comply with the college rules and regulations.

6.3 Parent/Guardian

The parent/guardian is expected to:

(a) Supervise and monitor the student teacher's behaviour and his/her academic/learning progress; and
(b) Provide the student teacher with the necessary requirements and learning materials.

7.0 Teaching and Learning Methods

Teaching and learning of assessment and evaluation at the level of Diploma in Primary Education is based on knowledge, skills and attitudes. The student teacher is expected to gain knowledge about previous education and spend a lot of time doing practical activities based on the knowledge already acquired. The tutor is urged to use interactive methods that will enable the student teachers to build

the intended competence. The methods suggested in this syllabus are those that involve the student teacher in the whole act of learning and teaching based on various needs and abilities. These methods include songs, stories, games, demonstrations, gallery tours, role plays, study tours and group discussions. In addition, these methods will enable the student-teachers to be creative, think realistically, communicate, collaborate, seek knowledge from various sources and solve various challenges in daily life. The tutor is advised to guide the student teachers to be creative and flexible in using participatory methods during teaching practice and to select teaching and learning aids using the real environment of the student.

8.0 Teaching and Learning Resources

Teaching and learning resources in Primary Teacher Education should be interactive and fulfil the learning needs. The tutor should ensure that the student teacher gets a chance to make and use the teaching and learning resources. The tutor is advised to use the resources available in the surrounding environment. The teaching and learning resources may include computers, printers, tablets, discs, texts containing information related to the relevant competencies, creative and non-creative texts, graphics, photographs, audio, television, film, radio, physical objects, and a dictionary.

9.0 Assessment

Assessment is an important process in teaching and learning. The assessment of Assessment and Evaluation subject will be done parallel with other subjects that are taught in Diploma in Teacher Education. The assessment of the learning progress will enable the tutor to measure the competence of the student teacher to master the ability to apply assessment methods for primary education. It will take into account the criteria outlined under each learning activity. It will also enable the tutor to make close follow up of the individual student teacher's learning progress. Therefore, student teachers will be assessed through checklist, questionnaires, face-to-face interviews, project works, portfolios, practical work, exercises, tests and end of term examinations.

Similarly, the tutor should design diverse assessment activities to stimulate learning. The final assessment will contribute seventy percent (70%), while continuous assessment will contribute thirty percent (30%). The student teacher must pass the continuous assessment with at least 50% and at the same level in the final assessment to be awarded a certificate. Failure to attain the scores, the student teacher can re-sit the examination twice within three years. Table 2 shows the distribution of marks for continuous assessment.

Table 2: *Distribution of Continuous Assessment Marks in Percentage*

Assessment	Distribution of marks in percentage (%)
First Year Terminal Examination	6.0
First Year Annual Examination	6.0
Second Year Terminal Examination	6.0
Project	7.0
Portfolio	5.0
Total	**30**

10.0 Number of Periods

The Assessment and Evaluation Syllabus provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and learning activities. Two periods of 60 minutes per week have been allocated for this subject.

11.0 Teaching and Learning Content

The content of Assessment an Evaluation Syllabus are presented in a matrix form with six columns; main competence, specific competence, learning activities, assessment criteria, suggested resources and number of periods, as presented in Tables 3 and 4.

First Year

Table 3: *Content in First Year*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of assessment and evaluation of primary education	1.1 Analyse the assessment and evaluation methods in Primary Education based on competence development	(a) Clarify the concepts of assessment and evaluation based on competence development (meaning, types, goals, characteristics, principles, relationship between teaching and assessment and evaluation)	The concepts of assessment and evaluation are clearly clarified based on meaning, types, goals, characteristics, relationship between teaching and assessment and evaluation	Texts on assessment and evaluation, table of Bloom taxonomy, samples of project report, questionnaire, portfolio and checklist	40
		(b) Relate the main learning domains with assessment and evaluation	Assessment and evaluation is related with the main learning domains for a particular assesment.		
		(c) Identify the methods of assessment and evaluation of teaching and learning based on the main domains of learning	The techniques of assessment and evaluation of teaching and learning are identified based on the main learning domains and teaching and learning context		

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Analyse the assessment and evaluation techniques by considering competence development in large class	The assessment and evaluation techniques which promote competence development in large class are analysed in consideration of teaching and learning environment		
	1.2 Demonstrate mastery of the methods for preparing assessment tools for assessing learning progress based on competence development	(a) Analyse assessment tools that promotes the development of competences	The assessment tools that promote the development of competences are clearly analysed considering the types, objectives and principles of its preparation	Texts on assessment and evaluation, table of Bloom taxonomy, sample test items, examinations, questions, portfolio and computers with video programmes on assessment and evaluation	30
		(b) Demonstrate mastery of using technology in assessment and evaluation	Skills and knowledge of using technology in assessment and evaluation is demonstrated		

Second Year

Table 4: *Content in Second Year*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the principles of assessment and evaluation in primary education	1.1 Demonstrate mastery of the methods for preparing assessment tools for assessing learning progress based on competence development	(a) Demonstrate mastery of the skills for analysing results of assessment and evaluation based on the tools of assessment used	Assessment and evaluation reports are analysed based on the tools of assessment used	Texts on assessment and evaluation that are level-relevant, samples of table of specification, and student teachers' examination reports	35
2.0 Use assessment results to evaluate pupil's progress	2.1 Demonstrate mastery of the methods for providing appropriate intervention to improve teaching and learning	(a) Use assessment and evaluation results to improve teaching and learning (feedback, remedial, placement/ grouping, choice of teaching and learning methods and teaching plan)	The skills of using assessment and evaluation results to improve teaching and learning are clearly demonstrated (feedback, remedial, placement/ grouping, choice of teaching and learning methods and teaching plan)	Texts on assessment and evaluation that are level-relevant, samples of pupils'/ student teachers' work	35

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