

APPROACHES AND STRATEGIES OF EDUCATIONAL ASSESSMENT IN THE PRE-SERVICE TEACHER EDUCATION PROGRAM

T-13

Peter Okiri *, **Mária Hercz ****

** University of Szeged, Doctoral School of Education*

*** Eötvös Loránd University, Faculty of Primary and Pre-School Education*

Keywords: educational assessment; teacher education; evaluation

According to Boaduo et al. (2011), teacher education requires proper assessment approaches and strategies to provide quality education. In Kenya, the introduction of the competency-based pre-service teacher education curriculum came with blended formative and summative evaluation and assessment strategies. The assessment framework of teacher education is currently being actualized with student teachers undertaking the envisioned assessment steps of the curriculum process in both the primary and the early childhood teacher education programs. However, the reality in practice is that teacher trainees as well as teacher educators face challenges in implementing the assessment programs as designed. The assessment framework, which was designed by the Kenya Institute of Curriculum Development (KICD) and the Kenya National Examination Council (KNEC), is seen as a systematic process of generating information about what learners know, understand, and perform in relation to the expected learning outcomes (KICD, 2017).

The goal of this paper is to show that 21st century teacher training requires new initiatives to tackle new challenges in educational assessment and evaluation (Boaduo et al., 2011). Teachers should be equipped with relevant knowledge and competencies to understand 21st century learners, and find ways to help them reach their full potential through proper assessment processes. It also highlights the educational assessment processes, changes, as well as the underlying challenges as the new curriculum is being implemented. Subsequently, we intend to enumerate the features of the assessment framework as well as the feelings of teachers, teacher trainees, and stakeholders in teacher education. The paper makes recommendations and describes future directions to make the assessment tool more relevant and suitable for the country's teacher education program.