**PIN (2017) How to develop assessment tools for measuring learning outcomes in life skills-based education**

You will need to **use a learning assessment tool** that has been developed for measuring learning outcomes of your specific programme. When developing a tool to measure learners’ progress toward a specific objective in life skills-based education, it is useful to distinguish between the kind of learning one wishes to assess, i.e. knowledge, attitudes, skills, and behaviour. See a peace education-related example:

PEACE EDUCATION

* Knowledge: understanding dynamics of peace and conflict
* Attitudes: adopting positive attitudes such as respect, tolerance, empathy and compassion, resistance to violence
* Skills: active listening, constructive thinking, problem solving, handling conflict through negotiation
* Behaviour: behaving peacefully and promoting peaceful ways of resolving conflicts as part of daily life in the community

There is a wide range of assessment tools. Select one or more tools with which to assess progress toward or attainment of the learning outcomes. For instance, the attainment of certain skills, are best assessed through role-play or observation of learner behaviour – for which one can use a checklist to systematize observation, and stimulate activities. The table below summarises recommended **types of assessment tools** for each kind of the learning outcome.

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| --- | --- | --- | --- | --- | --- |
| **Type of assessment tool** | | **Knowledge** | **Attitudes** | **Skills** | **Behaviours** |
| Closed-ended questions | | **X** | X | X | X |
| Open-ended questions | | **X** | X | X |  |
| Case study | | **X** | X | X |  |
| Timelines | **X** | |  |  |  |
| Picture sorting | | **X** | **X** |  |  |
| Role play / simulation | | X | X | **X** |  |
| Writing / plays | | X | X | X |  |
| Observations / anecdotal records of occurrences | | X | X | **X** | **X** |
| Checklists | | X |  | **X** |  |
| Interviews | | **X** | **X** | X |  |
| Scales | |  | **X** | X |  |
| Unobtrusive techniques | |  | **X** | X | **X** |
| Diaries and journals | |  | X |  | **X** |
| “Intent to behave” statements | |  | X |  | **X** |

Note*: Normal font (X) indicates that the tool can be useful in assessing the learning objective whilst bold font (****X****) indicates the tool is highly useful for that particular type of learning objective.*

Source: adapted from Fountain, S. & Gillespie, A. 2003. *Assessment strategies for skills-based Health Education with focus on HIV Prevention and related issues,* UNICEF, p.27.

**ASSESSMENT FRAMEWORK**

There is a great variety of assessment activities to measure progress on knowledge, values and skills objectives. The second table shows an example of an assessment framework for a life skills-based programme including an overview of possible objectives, the kinds of questions one can pose to assess progress toward the objective assessment criteria and possible assessment tools.

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| --- | --- | --- | --- |
| **Learning objective outcome** | **Assessment question** | **Criterion** | **Possible assessment tools** |
| **Knowledge:** Learners will describe how HIV is and is not transmitted. | Can learners correctly identify means by which HIV is and is not transmitted? | When presented with a list of ways that HIV is and is not transmitted, learners will place items on the list into their correct category. | Set of pictures to sort, showing ways HIV is and is not transmitted.  List of descriptions of possible means of transmission; learners circle those that describe ways HIV is spread. |
| **Attitude:** Learners will demonstrate care and concern toward persons affected by HIV. | Do learners feel empathy and concern for people living with HIV / AIDS? | When presented with a description of a situation involving a person with HIV / AIDS, learners will express emotions that indicate caring. | Description of the daily life of a person living with HIV/ AIDS; learners circle words, from a page of “feelings” that describe their reaction to the description. |
| **Skill:** Learners will be able to negotiate less risky alternatives to sexual intercourse. | If learners are pressured to have unsafe sex, can they assertively negotiate safer behaviour? | When faced with pressure to have unsafe sex, learners will suggest at least one safer alternative, will demonstrate confidence in proposing that alternative and will not give in to pressure. | Role-play scenario in which first learner pressures second learner to have sex, and third learner demonstrates the ability to negotiate.  Written scenario involving pressure to have unsafe sex; learners write a sample dialogue in response. |
| **Behaviour**: Learners use condoms each time they have sexual intercourse. | Do learners use condoms consistently if they are sexually active? | When asked to report on sexual behaviour, learners report using a condom each time they have sexual intercourse. | Self-report checklist on sexual behaviour.  (communicate clearly the confidentiality of such data) |

*Source: Adapted from Manual for integrating HIV and AIDS education in school curricula; International Bureau of Education, UNESCO, Geneva, December 2006*

**You can use the table below as a tool** for development of an assessment framework for your specific life skills-based course. The framework will then guide your assessment of life skills programme participants.

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| --- | --- | --- | --- |
| **Learning objective outcome** | **Assessment question** | **Criterion** | **Possible assessment tools** |
| *Define the learning objective / outcome*  *Specify if you are assessing knowledge, attitudes, skills or behaviours (or a combination of the above)* | *Describe what learners should know, what their desirable attitude should be, what they should be able to do and how they should behave* | *Describe how you will know the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour* | *What are possible tools with which to assess the kind of knowledge, skills attitudes and/or behaviours described in the preceding columns?* |
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