

SPECIAL PROGRAM FOR UNCERTIFIED TEACHERS IN PRE- PRIMARY AND PRIMARY SCHOOLS

MARKING GUIDE FOR PEDAGOGY AND INSTRUCTION

- 1. How do techniques involving indirect interaction, such as online forums or reflective journals, contribute to deeper understanding and reflection?**
 - A. They hinder students' ability to think deeply or carefully about the subjects taught.
 - B. They discourage one's confidence to draw on innate intelligence
 - C. They promote processing information quickly and acting on it without stopping to take a deep dive and let your brain chew on it
 - D. They encourage students to reflect independently and engage in thoughtful analysis**
- 2. What is the purpose of learning objectives for teachers?**
 - A. Providing entertainment during lessons
 - B. Offering a checklist for classroom decorations
 - C. Guiding the development of instructional materials and teaching methods**
 - D. Ensuring a high level of noise in the classroom
- 3. Which of the following accurately matches the Bloom's Taxonomy level with its corresponding description?**
 - A) Remembering - Building a structure or pattern from diverse elements.
 - B) Understanding - Make judgments about the value of ideas or materials.
 - C) Applying - Ability to use learned material in new concrete situations.**
 - D) Analyzing - Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems.
- 4. What do Teaching and Learning Materials (TLMs) refer to?**
 - a) Textbooks
 - b) Classroom walls
 - c) A variety of educational materials**
 - d) Laboratory equipment
- 5. Which statement best describes the importance of considering availability when selecting teaching and learning materials and how does the local availability of materials impact the learning experience for students?**
 - A) Considering the TLMs availability is unnecessary; it does not significantly impact the selection of teaching materials.
 - B) Considering the availability of TLMs ensures that students have access to the necessary resources, making the learning process more practical and relatable to real-life situations.**
 - C) Local availability of materials is irrelevant to the learning experience; theoretical knowledge is sufficient.

D) Availability of materials should not be a criterion, as it does not connect with the context in which students live.

6. What is the purpose of making a lesson plan before teaching?

- A) To create unnecessary paperwork.
- B) To allocate time efficiently and cover essential topics.**
- C) To discourage flexibility in teaching.
- D) To complicate the teaching process.

7. Briefly explain the components of Daily plan for pre-primary.

- A) Time, Activity, Learning objectives, Learning Activities, Teaching and learning resources, Comments.**
- B) Time, Activity, Learning objectives only.
- C) Time, Activity, Learning objectives, Learning Activities, and Comments only.
- D) Time, Activity, and Comments only.

8. Describe main parts of the lesson plan.

- A) Identification of related information, Steps and timing, learning materials.
- B) Introduction, Development of the lesson, Conclusion.
- C) Teaching and learning activities, Generic competences, Teacher self-evaluation.
- D) All of the above.**

9. How will you integrate cross-cutting issues in a lesson plan?

- A) By avoiding any mention of cross-cutting issues.
- B) By incorporating them into learning objectives, teaching strategies, and assessments.**
- C) By making them the sole focus of the lesson.
- D) By ignoring curriculum standards.

10. What do you understand by classroom observation?

- A) The process of teaching and assessing students on the subject taught.
- B) Sitting in another teacher's class, recording facts, and discussing on lesson delivery afterward.**
- C) The process of teaching and assessment and asking students to rate your performance.
- D) Conducting random assessments of students and giving them feedback on their performance.

11. How can teachers create a positive learning environment with classroom space?

- A. create bright, clean and organized spaces**
- B. buy lots of posters with cute kittens
- C. make sure students bring materials from home
- D. let students use materials that don't cost too much

12. What role does school leadership play in the teaching-learning environment?

- A) No role; it's solely the responsibility of teachers.

B) School leaders indirectly influence student achievement through various factors.

C) School leaders have a minimal impact on the learning environment.

D) School leaders are only responsible for administrative tasks.

13. Which assessment method focuses on students' ability to apply knowledge and skills in real-world situations?

a. Multiple-choice test

b. Project-based assessment

c. Essay exam

d. Oral presentation

14. How can teachers design assessments that not only measure students' knowledge but also promote deeper understanding and critical thinking skills?

A) Multiple-choice exams

B) Open-ended questions

C) True/false quizzes

D) Crossword puzzles

E) Matching exercises

15. How might the use of alternative assessment methods, such as project-based assessments or portfolios, better capture and showcase students' diverse skills and abilities compared to traditional exams?

A) Highlighting only memorization skills

B) Showcasing creativity

C) Focusing solely on theoretical knowledge

D) Ignoring problem-solving skills

E) Eliminating real-world application

16. Ms. Nshuti is teaching a unit on creative writing in her language arts class. Throughout the unit, she uses formative assessment techniques, such as quick feedback on drafts and peer review sessions, to help students improve their storytelling and grammar skills. At the end of the unit, she conducts a summative assessment where students are tasked to write a complete short story that incorporates all the skills learned. She evaluates these stories based on a rubric covering creativity, structure, grammar, and spelling. To ensure fairness and objectivity, she shares the rubric with students before the assessment.

1. What is the role of formative assessment in supporting student learning throughout the creative writing unit?

Answer: Formative assessment plays a critical role in enhancing student learning by:

1. **Providing Ongoing Feedback:** It helps both teachers and students identify areas of strength and weakness during the learning process, allowing for adjustments to teaching strategies and learning approaches.
2. **Encouraging Competence Development:** It supports the acquisition of specific competences such as storytelling and grammar, ensuring that students build the skills necessary to succeed in creative writing.

3. **Facilitating Remediation:** Teachers can design remedial activities for low achievers or enrichment tasks for advanced learners, ensuring equitable learning opportunities for all.
4. **Improving Engagement:** Peer review sessions and interactive feedback encourage student participation and collaboration, making learning more dynamic and inclusive.

Marking Guide:

1. Content (2 Marks):

- **Requirement:** The candidate must mention at least two roles of formative assessment.
- **Mark Allocation:** Each correctly explained role of formative assessment earns 1 mark.

2. Language Proficiency (0.5 Marks):

- **Requirement:** Answers must be communicated in clear, grammatically correct English.
- **Mark Allocation:** Award 0.5 marks for proper sentence structure, vocabulary, and clarity.

2. How can providing students with the rubric before the summative assessment enhance their performance?

Answer: Sharing the rubric in advance enhances student performance by:

1. **Clarifying Expectations:** The rubric explicitly outlines the assessment criteria, enabling students to align their work with expected standards.
2. **Promoting Self-Evaluation:** Students can use the rubric as a guide to self-assess their progress and identify areas that require improvement.
3. **Increasing Transparency:** Providing the rubric fosters trust by ensuring fairness and objectivity in the evaluation process.
4. **Guiding Preparation:** Students can focus their efforts on meeting specific objectives such as creativity, structure, grammar, and spelling.
5. **Encouraging Critical Thinking:** The rubric helps students critically evaluate their drafts, improving their overall output.

Marking guide:

Content (2 Marks):

- Provision of **at least two valid reasons** explaining how sharing the rubric enhances student performance.
- Each valid reason earns **1 mark** (up to 2 marks total).

Language Proficiency (0.5 Marks):

- **0.5 marks** for clear and grammatically correct English that effectively communicates ideas.