

## Appendix i

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY SOCIOLOGY AND**  
**SPECIAL EDUCATION**

**Questionnaire for Continuous Professionals Development coordinators (CPD) and  
coordinator for Open and Distance Education Learning (CODEL)**

Dear respondent,

I am a Masters student doing Educational Psychology at the University of Zambia in the School of Education carrying out a research on the use of Instruction Based Formative Assessment in institutions of higher education in Colleges of Education in Zambia. The information that will be collected is purely for research purpose only and will be used as such. Please kindly spare a few minutes to answer this questionnaire as sincerely as you can. Thank you

### Instructions:

- Do not write your name on this questionnaire.
- Respond to all questions by **Ticking the choice of your response.**
- You are free to participate in the study or decline.

### Demographic Data

1. Type of College: ☐ Primary Education College ☐ Secondary Education College  
☐ In-service Teacher College ☐ University College
2. Gender: ☐ female ☐ male
3. What is your age range: ☐ below 25 ☐ 26-30 ☐ 31-35 ☐ 35-40 ☐ 40+
4. What is your qualification: ☐ Diploma ☐ Bachelors Degree ☐ Masters Degree  
☐ Doctorate
5. How long have you been Teaching at College level?  
☐ Below 5years ☐ 6-10 ☐ 10-15 ☐ 16+

### Formative Assessment training in college

- 1). Have you been trained in any form of classroom based formative assessment?  
1 ☐ yes 2 ☐ no
- 2). If yes what type of training mode did you have?
  - a. ☐ Continuous Professional Development (CPD) regular meetings
  - b. ☐ seminar at college c. ☐ workshop in college
  - d. ☐ seminar with Lead and Learn Centre and VVOB e. ☐ other
- 3) If yes to question (1) above which areas did the training cover
  - a. ☐ Classroom based assessment strategies
  - b. ☐ Designing rubrics or scoring guides with students
  - c. ☐ Giving effective feedback to students

- d. ☐ Giving learners multiple opportunities to demonstrate success
- e. ☐ Using exemplars
- f. ☐ None of the above

4) Has Instruction Based Formative Assessment been included in the college Lesson Study Initiative?

1. ☐yes                      2. ☐no

5) If yes to question (4) above, rate the implementation of instruction based formative assessment during lessons.

very Poor	poor	Good	very good	excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Using Formative assessment during lectures

6) What type of assessment do you use during lectures?

- a. ☐ Formative assessment
- b. ☐ Summative assessment
- c. ☐ Diagnostic assessment
- d. ☐ I am not sure

7) How often do you use the type assessment you have ticked above?

- 1 ☐ rarely   2 ☐ Weekly   3 ☐ Monthly   4 ☐ Termly   5 ☐ yearly

### Instruction Based Formative Assessment strategies

8) The following are some Instruction Based Formative Assessment strategies used in the lecture room. ***Tick the ones that you have used during lectures in your college.***

- a. ☐ Clarifying learning intentions and criteria for success
- b. ☐ Designing and Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding
- c. ☐ Providing feedback that moves learners forward in their learning
- d. ☐ Activating or stimulating students as instructional (teaching and learning) resources for one another
- e. ☐ Activating or stimulating students as the owners of their own learning
- f. ☐ allowing students share their understanding of the learning intentions and criteria for success
- g. ☐ I don't know am not sure

9) The following are some Instruction Based Formative Assessment activities used during lessons. ***Tick the ones that you have used during lectures in your college.***

- a. ☐ Designing scoring guides or rubrics with students when giving assignments
- b. ☐ Using exemplars (samples of student work) for feedback standards
- c. ☐ Getting students to involved in re-assessing their own work with rubrics
- d. ☐ Getting students to peer assess their work using
- e. ☐ Posting student exemplars (samples of student work with identities hidden)
- f. ☐ Posting marking rubrics(marking schemes)

10) Rate your effectiveness in using Instruction Based Formative Assessment during lectures

Very Poor	poor	Good	very good	excellent

11) Rate your competence in using Instruction Based Formative Assessment strategies and activities during lectures

Very Poor	poor	Good	very good	excellent

### **Factors affecting Instruction Based Formative Assessment**

12) Select the factors that affect the use of Instruction based Formative Assessment during lectures

- a. ☐ Classroom size    b. ☐ Time limitation    c. ☐ Student learning orientation  
d. ☐ Inadequate training in Formative assessment    e ☐ I am not sure

## Appendix ii

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY SOCIOLOGY AND**  
**SPECIAL EDUCATION**  
**Questionnaire for Lecturers**

Dear respondent,

I am a Masters student doing Educational Psychology at the University of Zambia in the School of Education carrying out a research on the use of Instruction Based Formative Assessment in institutions of higher education in Colleges of Education in Zambia. The information that will be collected is purely for research purpose only and will be used as such. Please kindly spare a few minutes to answer this questionnaire as sincerely as you can. Thank you

### Instructions:

- Do not write your name on this questionnaire.
- Respond to all questions by **Ticking the choice of your response.**
- You are free to participate in the study or decline.

### Demographic Data

6. Type of College: ☐ Primary Education College ☐ Secondary Education College  
☐ In-service Teacher College ☐ University College
7. Gender: ☐ female ☐ male
8. What is your age range: ☐ below 25 ☐ 26-30 ☐ 31-35 ☐ 35-40 ☐ 40+
9. What is your qualification: ☐ Diploma ☐ Bachelors Degree ☐ Masters Degree  
☐ Doctorate
10. How long have you been Teaching at College level?  
☐ Below 5years ☐ 6-10 ☐ 10-15 ☐ 16+

### Formative Assessment training in college

- 1). Have you been trained in any form of classroom based formative assessment?  
2 ☐ yes 2 ☐ no
- 2). If yes what type of training mode did you have?
- a. ☐ Continuous Professional Development (CPD) regular meetings  
b. ☐ seminar at college c. ☐ workshop in college  
d. ☐ seminar with Lead and Learn Centre and VVOB e. ☐ other
- 3) If yes to question (1) above which areas did the training cover
- a. ☐ Classroom based assessment strategies  
b. ☐ Designing rubrics or scoring guides with students  
c. ☐ Giving effective feedback to students  
d. ☐ Giving learners multiple opportunities to demonstrate success

- e. ☐ Using exemplars  
f. ☐ None of the above

4) Has Instruction Based Formative Assessment been included in the college Lesson Study Initiative?

1. ☐yes                      2. ☐no

5) If yes to question (4) above, rate the implementation of instruction based formative assessment during lessons.

very Poor	poor	Good	very good	excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Using Formative assessment during lectures

6) What type of assessment do you use during lectures?

- a. ☐formative assessment  
b. ☐Summative assessment  
c. ☐Diagnostic assessment  
d. ☐I am not sure

7) How often do you use the type assessment you have ticked above?

- 1 ☐ rarely 2 ☐ Weekly ☐ Monthly 4 ☐ Termly 5 ☐ yearly

### Instruction Based Formative Assessment strategies

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b. ☐ Designing and Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding  
c. ☐ Providing feedback that moves learners forward in their learning  
d. ☐ Activating or stimulating students as instructional (teaching and learning) resources for one another  
e. ☐ Activating or stimulating students as the owners of their own learning  
f. ☐ allowing students share their understanding of the learning intentions and criteria for success  
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9) The following are some Instruction Based Formative Assessment activities used during lessons. ***Tick the ones that you have used during lectures in your college.***

- a. ☐ Designing scoring guides or rubrics with students when giving assignments  
b. ☐ Using exemplars (samples of student work) for feedback standards  
c. ☐ Getting students to involved in re-assessing their own work with rubrics  
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e. ☐ Posting student exemplars (samples of student work with identities hidden)  
f. ☐ Posting marking rubrics(marking schemes)

10) Rate your effectiveness in using Instruction Based Formative Assessment during lectures

Very Poor	poor	Good	very good	excellent

11) Rate your competence in using Instruction Based Formative Assessment strategies and activities during lectures

Very Poor	poor	Good	very good	excellent

### **Factors affecting Instruction Based Formative Assessment**

12) Select the factors that affect the use of Instruction based Formative Assessment during lectures

- a ☐ Classroom size    b ☐ Time limitation    c ☐ Student learning orientation  
d ☐ Inadequate training in Formative assessment    e ☐ I am not sure

## **Appendix iii**

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### **Research consent form**

Dear respondent,

I am a Masters student doing Educational Psychology at the University of Zambia in the School of Education carrying out a research on the use of Instruction Based Formative Assessment in institutions of higher education in Colleges of Education in Zambia. You have been chosen to participate in this study. Be informed that:

- Your participation in the study is voluntary
- The information that will be collected, in this study, is purely for research purpose only and will be used as such.
- That you are free to withdraw from this study at any time without being obliged to give any reasons
- During the research your identity will be concealed as data that might identify you in any way will not be collected.

Please kindly spare a few minutes to sign this form as indication that you have agreed to participate voluntarily in the study.

Thank you.

Participant:.....