

## Nanubhai Education Foundation Research Proposal

Emily Richardson

**Question:** What is the value of classroom assessment and individual supplemental work in developing countries?

**Background:** Each and every student learns in a unique way, at a different rate. Some students understand topics immediately while others need to practice several topics before completely understanding something. In developing countries where education systems are weak and literacy rates are low, classroom sizes are frequently too large and there are insufficient teachers and resources. As a result, students are often left behind when they do not understand a topic. Furthermore, students' comprehension of lessons and coursework is often pushed to the side. This shortcoming is a result of large class sizes, limited resources, such as books and print-outs as well as idle teachers who do not want the added burden of grading hundreds of homework assignments. Based on my experience teaching in a secondary school in Malawi, I found that the more homework assignments, in class exercises and periodic tests I offered, the better my students performed on the end-of-term as well as national examinations. Thus, I am going to conduct the same level of assessment in my Spoken English classes at Madhi High School.

### **Method:**

- *Independent variable:* The effectiveness of daily homework assignments to assess students' comprehension of various topics
- *Dependent variable:* Students' performance on short bi-weekly tests
- *Control:* Number of students, lesson structure, bi-weekly test format and level of difficulty, homework format

For the first term of Spoken English, each day, I presented a review of the previous day's lesson, the current day's lesson, and a few in-class questions for them to work on, followed by an activity. Then, every 2-3 weeks, I assessed their comprehension by giving them a short test, based on the last few topics. I recorded their results for each test in a spreadsheet. In the second term, I am going to begin testing my theory of daily classroom assessment. Each day, I will follow the same basic class structure, including a short review, the present day lesson, in class exercises and an activity. However, at the end of class, I will give each student a worksheet that must be completed before the next class period. I will grade each assignment and return the papers the following day. Lastly, I will continue administering short tests every 2-3 weeks to determine the effectiveness of the daily worksheets.