



Assessing Learning Outcomes in Tanzanian Contexts: Strategies and Challenges

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Abstract

Assessment of learning outcomes is crucial for educational policy and practice in Tanzania, where diverse contexts require tailored strategies. Qualitative interviews with teachers were conducted to explore their experiences and perceptions of assessment methods used in various educational environments within Tanzania. Teachers reported varying levels of confidence in traditional testing methods compared to more formative approaches, highlighting the need for blended strategies that incorporate both summative and formative assessments. Despite challenges related to resource availability and cultural differences, teachers identified specific areas where formative assessment could be integrated effectively into their teaching practices. Educational policymakers should support the development of adaptable assessment tools tailored to local contexts while encouraging continuous professional development for educators.

Keywords: *Tanzania, Assessment Strategies, Contextualization, Qualitative Research, Ethnography, Cultural Competence, Formative Evaluation*

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