



# Assessment Techniques for Measuring Learning Outcomes in Angolan Educational Settings, 2007

Fernando Amodaré<sup>1,2</sup>, Margarida Mokamba<sup>2</sup>, Cristina Chikamanga<sup>2</sup>

<sup>1</sup> Jean Piaget University of Angola

<sup>2</sup> Technical University of Angola (UTANGA)

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**Correspondence:** [famodar@hotmail.com](mailto:famodar@hotmail.com)

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## Author notes

*Fernando Amodaré is affiliated with Jean Piaget University of Angola and focuses on Education research in Africa. Margarida Mokamba is affiliated with Technical University of Angola (UTANGA) and focuses on Education research in Africa.*

*Cristina Chikamanga is affiliated with Technical University of Angola (UTANGA) and focuses on Education research in Africa.*

## Abstract

The educational system in Angola has undergone significant reforms since its independence from Portugal in . Despite these changes, there is a need to evaluate the effectiveness of current assessment techniques for measuring learning outcomes in diverse Angolan educational settings. A mixed-methods approach was employed, including a literature review of existing studies and assessments in Angola, as well as interviews with educators and students from various regions. Quantitative data were collected through standardised tests administered across multiple schools to gauge student performance and satisfaction levels. Findings indicate that while some standardised testing methods are widely used, they often fail to capture the full spectrum of learning outcomes. For instance, a notable proportion (30%) of students reported feeling their assessments did not accurately reflect their understanding of subjects. Additionally, there is a need for more culturally relevant and context-specific evaluation tools. The study highlights the necessity for developing tailored assessment techniques that can adapt to diverse Angolan educational contexts while ensuring fairness and validity across different regions. Recommendations include incorporating feedback from students and educators into the development of new assessments, promoting professional development programmes for teachers on culturally sensitive evaluation methods, and advocating for increased funding towards research in this area. Angola, Assessment Techniques, Learning Outcomes, Education Reform

**Keywords:** *Africanization, Cultural Responsiveness, Formative Assessment, Holistic Evaluation, Indicators of Learning, Quantitative Research, Qualitative Inquiry*

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