

*Improving Education Quality through Stronger Student  
Assessment Systems*

# Republic of Armenia

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**Note: This presentation was prepared by Karine Harutyunyan (Deputy Minister of Education and Science, Armenia) and delivered by Cristian Aedo (Senior Education Economist, the World Bank) on behalf of the Armenian Ministry of Education and Science**

# Issues of the Assessment System in Armenia before 2004

- Lack of a system for measurement of education quality through a comprehensive and wide ranging assessment system.
  - Broken links between the learning objectives in the curriculum and the assessment system.
  - No evidence to compare across schools or across years or between subjects.
  - Lack of an evaluation system capable of monitoring how the intended curriculum was implemented.
  - Students were “tested” and “scored”, but not systematically “assessed” in terms of their progress.
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# Issues of the Assessment System in Armenia before 2004 (cont.)

- Lack of necessary institutional structures to fulfill that task.
  - Lack of expertise to improve the quality of assessment practices, including shortage of trained assessment specialists.
  - Public examinations considered unreliable and not valid.
  - University entrance exams were administered by individual universities and perceived by the public as being not transparent and corrupt.
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# Advances in Assessment in Armenia since 2004

- Established a legal framework for a new assessment and examination system.
  - Set up assessment goals based on the National Curriculum Framework.
  - Improved techniques and instruments for continuous, formative and summative assessment using best international experience.
  - The Assessment and Testing Center was created in 2005 for developing and introducing new assessment tools and procedures as well as for conducting graduation and university entrance examinations.
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# Advances in Assessment in Armenia since 2004 (cont.)

- The capacity of measurement and assessment has improved.
  - State graduation exams at the end of each level (4<sup>th</sup>, 9<sup>th</sup>, and 12<sup>th</sup>) introduced and conducted annually.
  - The country has been participating in TIMSS since 2003.
  - Awareness and public consensus on the necessity and importance of a new assessment system has been created.
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# Level of Development of Armenia's Assessment System (SABER 2011)

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations				
NLSA				
ILSA				




# Classroom Assessment

## ***Achievements:***

- New approaches on Students' Continuous Classroom Assessment were elaborated and put into use in schools in 2008
- Classroom assessment specifications for all subjects were developed and provided to schools
- Teacher training on formative and summative assessment was delivered countrywide

## ***Challenges:***

- Not enough time to educate teachers and teach practices on how to use assessment results to foster students' learning
  - More in-service teacher training needed to make changes to teachers' assessment practices
  - Need for better pre-service teacher programs with emphasis on measurement and assessment
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# Grade 12 Examination plays a dominant role in secondary education system (high stakes)

## ***Achievements:***

- Unified exam for school graduation and university entrance
- One day one subject for all students
- The same test (clones) for all students
- Exam centers near to the living place of students
- Transparent administration procedures for parents and the public
- Computer based scoring, high objectivity
- Personal scores known by students on exam day

## ***Challenges:***

- Increase public confidence and reduce malpractice during the examination process
- Exclusive use of multiple-choice questions which has a negative effect on teaching and learning in key subjects
- Weak quality control: no piloting of test items
- Many students receive tutoring after school
- Comparability and stability of exam results between subjects and across years is an issue



# National Large-Scale Assessment

## ***Achievements:***

- The first NLSA was conducted in Armenia in 2010 which provided nationally comparable data:
  - ✓ HAAS 2010 - Armenian language, literature & history
  - ✓ BAAS 2011 - Physics and Chemistry

## ***Challenges:***

- Need for further capacity development in various aspects of NLSA, including:
  - ✓ test item & questionnaire design
  - ✓ sampling
  - ✓ data analysis
  - ✓ test logistic
  - ✓ report writing
  - ✓ using assessment results to enhance educational policy making

# International Large-Scale Assessment

## ***Achievements:***

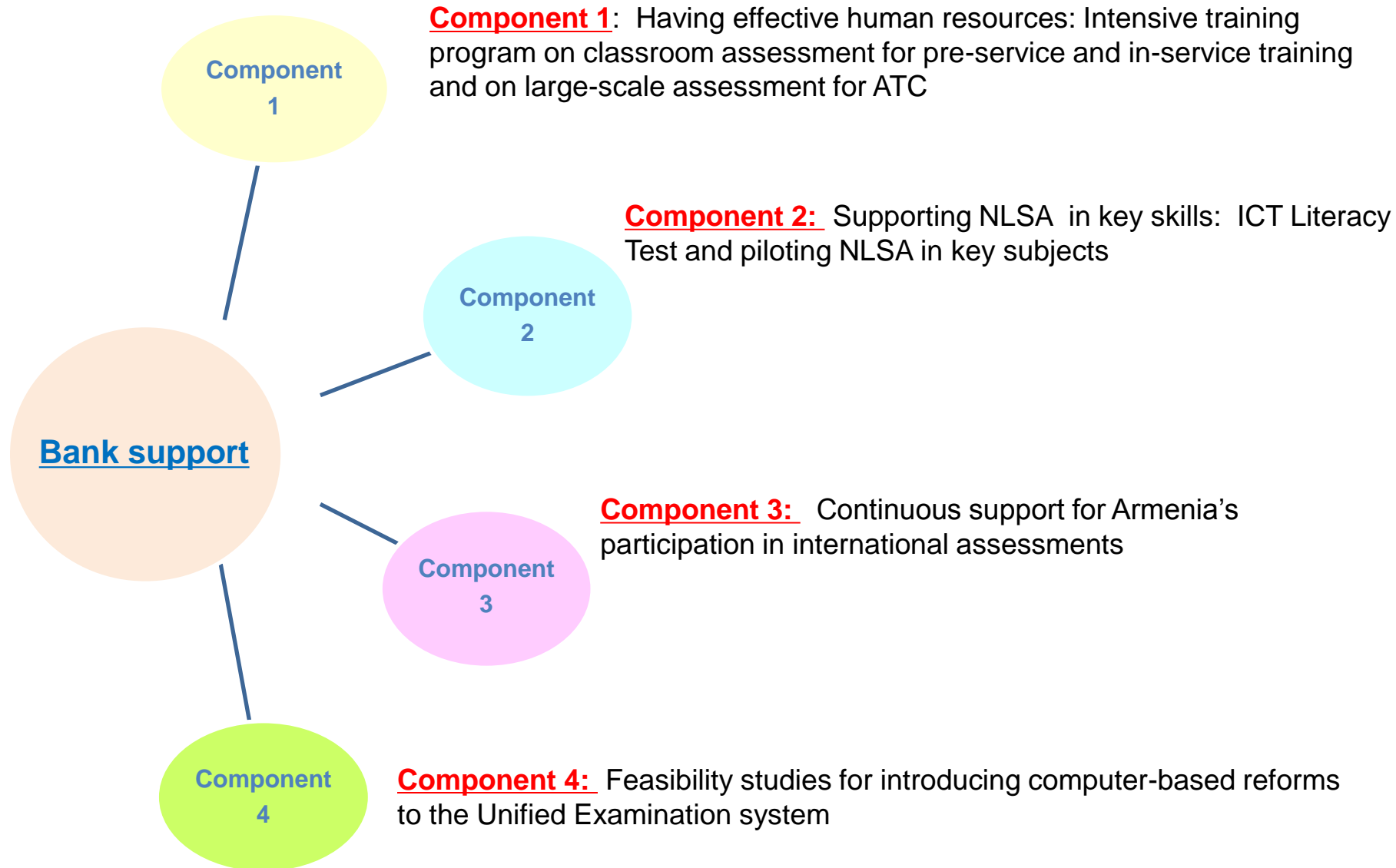
- Armenia has taken part in TIMSS international assessment four times - TIMSS 2003, TIMSS 2007, TIMSS Advanced 2008, and TIMSS 2011

## ***Challenges:***


- Learning achievements have fallen in international comparison between 2003 and 2011
- TIMSS results are still not fully used for policy making



# Armenia has a collaborative work with the Bank






# Policy Challenges

- Convince that assessment is an integral part of the learning process and, ultimately, should aim to improve the quality of student learning.
  - Improve the quality of the examination to ensure that it correctly measures student's knowledge or skills; improve examination administration.
  - Reduce test anxiety for students and reduce incentives for cheating and malpractice.
  - Reduce the consequences of the examinations in case of student's failure.
  - Design student preparation programs to be available through schools to ensure equal opportunities for all students and to make exams fair to students who cannot afford private tutoring services.
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# Armenia's agenda in the assessment area

- When creating its assessment plans, Armenia:
    - prioritizes the most important areas and skills it wants its students to learn and achieve.
    - aims at having a right balance and timing of different types of assessments for better achieving the country's goals.
    - attempts to effectively use assessment results for informed decision making and policy formulation.
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# Our goal is achieving progress in all areas of Assessment System in Armenia

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations				
NLSA				
ILSA			