

SABER-Student Assessment: Findings Across ~~29~~ 34 Countries

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What can governments do to implement effective learning assessment systems in the post-2015 context?

What can governments do to implement effective learning assessment systems in the post-2015 context?

What do we mean by effective?

Assessment types/purposes

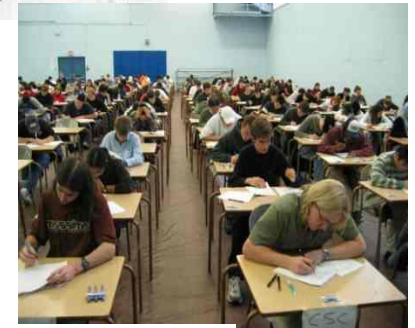
- **Classroom assessment**

- For improving teaching and learning



- **Examinations**

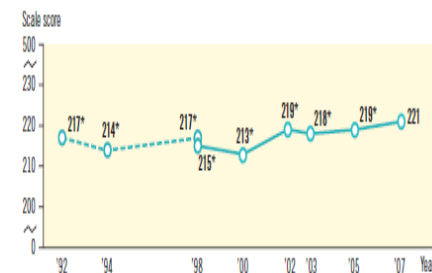
- For making high-stakes decisions about individual students



- **Large-scale assessment**

- For determining system learning levels and related factors

Figure 1. Trend in fourth-grade NAEP reading average scores



Quality drivers

- **Enabling context**

- Leadership, policies, institutional arrangements, human/fiscal resources



- **System alignment**

- Learning goals, curricula, opportunities

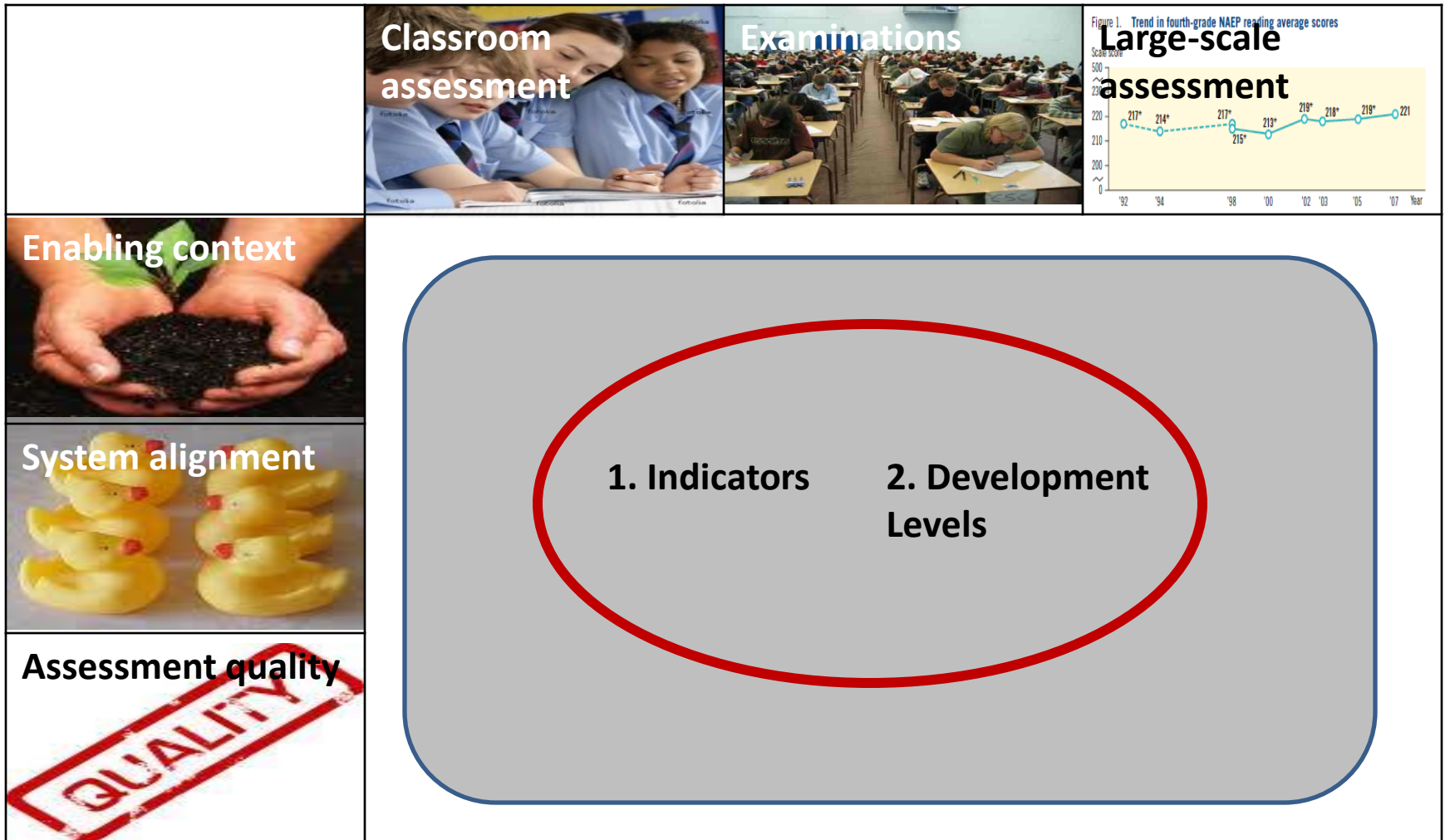


- **Assessment quality**

- Design, administration, analysis
- Reporting and use



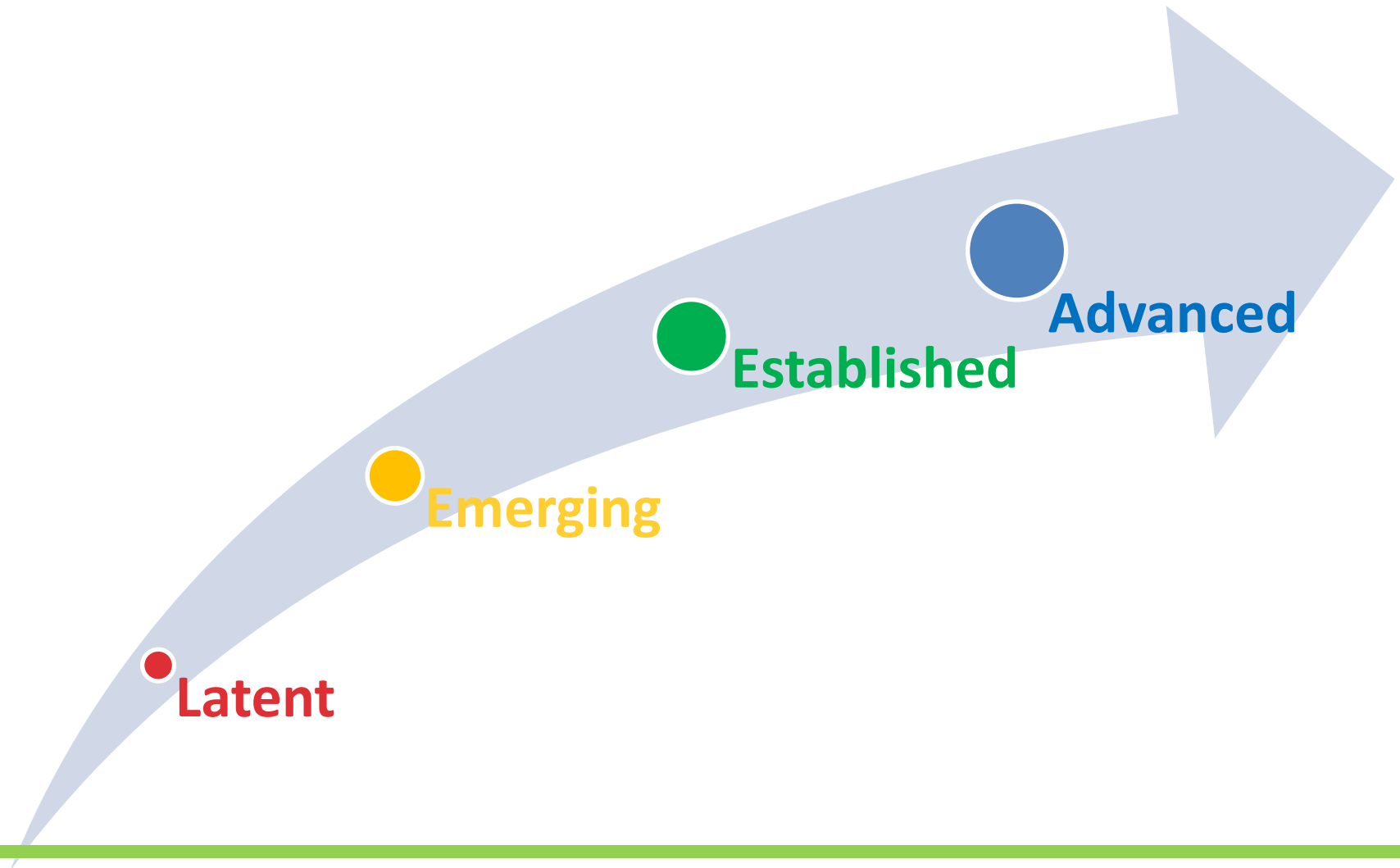
Framework



Indicators

- **Enabling context**
 - Policies, leadership, institutional arrangements, budget, human resources
 - **System alignment**
 - Learning standards and goals, curricula
 - **Assessment quality**
 - Technical features, dissemination, use, quality assurance
-

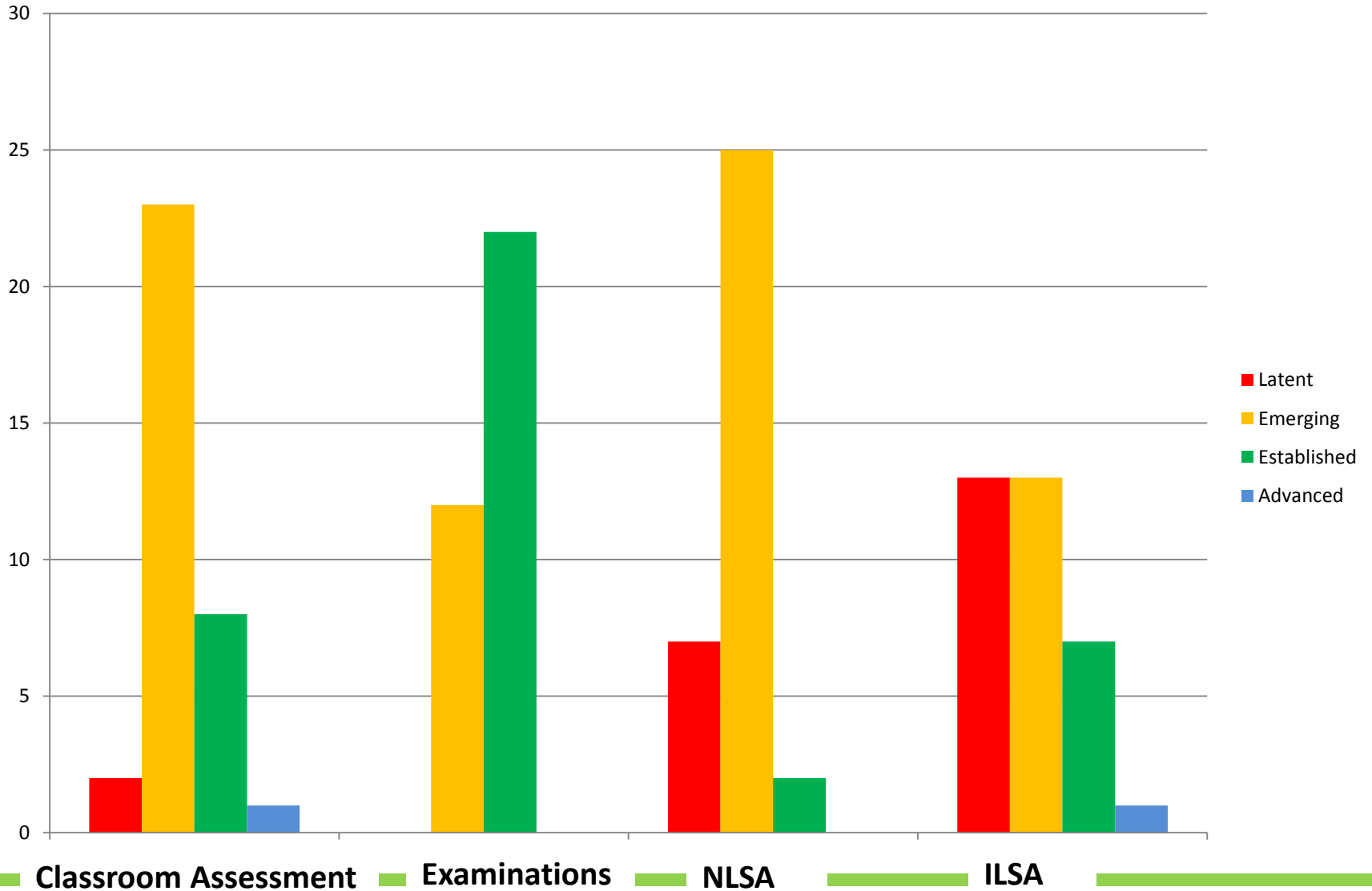
Development levels



What can governments do to implement effective learning assessment systems in the post-2015 context?

Where are countries starting out?

Findings Across 34 Countries



Sample of African Countries

	Classroom Assessment	Examinations	Large-scale Assessment	
			National	International
Angola	Yellow	Yellow	Red	Red
Ethiopia	Red	Green	Yellow	Red
Uganda	Yellow	Green	Green	Green
Zambia	Yellow	Green	Yellow	Yellow

Sample of East European, Central Asia Countries

	Classroom Assessment	Examinations	Large-scale Assessment	
			National	International
Armenia	Blue	Green	Yellow	Green
Kazakhstan	Green	Yellow	Yellow	Green
Kyrgyz Republic	Red	Yellow	Yellow	Yellow
Tajikistan	Yellow	Yellow	Red	Red

What can we do?

- Support countries in tackling the institutional, political, and technical challenges
 - Build in-country capacity to carry out and use assessments
 - Armenia and Zambia
 - Support efforts to improve teacher quality and training
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SABER – Systems Approach for Better Education Results

SABER Website

SABER SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS
Strengthening Education Systems to Achieve Learning For All

TOPIC REPORTS & DOCUMENTS METHODOLOGY ABOUT SABER

>>> Education

SABER collects and analyses policy data on education systems around the world, using evidence-based frameworks to highlight the policies and institutions that matter most to promote learning for all children and youth. SABER will ultimately cover key domains of the education system—that is, all major areas in which a country makes policy choices that determine how effective its system is... more

World Bank
Education Strategy 2020

The new SABER site is coming soon with more details. Please watch this space for further updates.

SABER IN ACTION

- ANGOLA
- ANTIGUA AND BARBUDA
- ARMENIA
- BAHRAIN
- BANGLADESH
- BENIN
- BRAZIL
- BULGARIA
- BURKINA FASO
- CAMBODIA
- CANADA
- CENTRAL AFRICAN REPUBLIC
- CHILE
- CHINA
- COLOMBIA
- COTE D'IVOIRE
- DENMARK
- DJIBOUTI
- DOMINICA
- DOMINICAN REPUBLIC

Legend: Available, Completed, In Process

Available: At least one SABER Country Report is approved and available
Completed: At least one SABER Country Report is completed, but waiting for approval
In Process: SABER teams are currently collecting/analyzing data or drafting report for the countries

SABER Reports

Armenia
SABER Country Report 2011

STUDENT ASSESSMENT

Key Policy Areas for Student Assessment

- Classroom Assessment**
In Armenia, an official curriculum/standards of are expected to learn in different subject areas to what level of performance. Varied and even external moderation system that reviews the activities and the appropriateness of scoring quality of classroom assessment practices to ensure that teachers develop skills and expertise.
- Examinations**
The Unified Examinations, which are used for university entrance, started to be administered examinations receive regular funding from the fees. Funding covers all core examination activities, including as an input to external examination results. At the same time, actual classroom assessment practices are considered to be weak and there are few system-wide resources available to teachers to help them engage in better quality classroom assessment practices.
- National Large-Scale Assessment (NLCA)**
An NLCA program was introduced in Armenia. NLCA has been carried out in 2010. The program covers all core learning and research and development. Arme Center is inadequate effort to effectively conduct examination in conducting NLCA.
- International Large-Scale Assessment (ILSA)**
Armenia has participated in three ILSAs in the last five years (TIMSS 2007 and PIRLS 2010). In ILSAs is provided by the government. Results and scores disseminated, especially through however, there are no opportunities available.

Zambia
SABER Country Report 2009

STUDENT ASSESSMENT

Key Policy Areas for Student Assessment

- Classroom Assessment**
A formal and widely-available, system-level document provides guidelines to teachers for classroom assessment activities. Additionally, there appear to be adequate required uses of classroom assessment information to support student learning, including as an input to external examination results. At the same time, actual classroom assessment practices are considered to be weak and there are few system-wide resources available to teachers to help them engage in better quality classroom assessment practices.
- Examinations**
The examinations program has been operating on a regular basis. A formal, publicly-available, policy document authorizes the program and provides guidance on the key aspects. Regular funding for core examination activities is provided by the government. The examinations are run by a stable organization that has all of the required facilities to carry out examination activities.
- National Large-Scale Assessment (NLCA)**
The NLCA program has been operating on an ongoing basis, with regular funding provided by the government. The funding covers all core NLCA activities as well as research and development. The NLCA offices is independently staffed to effectively carry out the NLCA, and the country does not offer opportunities that prepare individuals for work on the NLCA. Efforts are made to include all student groups in the NLCA, including providing accommodations or alternative assessments for students with disabilities. NLCA results are poorly disseminated, and few teachers use them to inform their teaching or improve student learning.
- International Large-Scale Assessment (ILSA)**
Zambia has participated in three SACMEQ surveys (I, II, and III) in the last ten years, and has taken concrete steps to participate in SACMEQ IV. Although some opportunities to learn about ILSAs are offered to SACMEQ IV team members, they are nevertheless inadequate to carry out the ILSA effectively. SACMEQ results are used in some ways to inform decision making. For example, policy makers and education leaders have used the results to track the impact of reforms on student achievement levels and to inform curriculum improvement, teacher training, and resource allocation. However, it is unclear whether decisions based on the results have had a positive impact on student achievement levels.

Systems Approach for Better Education Results
THE WORLD BANK

<http://www.worldbank.org/education/saber>

