

Email update #1 (May 2013)

Dear Friends of READ,

The [READ Trust Fund](#) program and its community of practice have spent the last four years *helping countries to build stronger and more effective assessment systems* – systems that will harness the power of assessment for student learning.

As the program enters its final phase, the READ Trust Fund Global Team would like to share with you a series of *occasional email updates* – of which this is the first - highlighting some of the knowledge products, activities, and events emerging as key outputs of the program. These resources should prove useful to anyone working to strengthen student assessment systems as a key tool for learning.

In this email, you will find (below):

- a brief snapshot of recent activities in four (Armenia, Ethiopia, Mozambique, Zambia) of the eight countries receiving targeted support under the [READ Trust Fund](#) program;
- information on three country case studies (Chile, New Zealand, Uganda) in our READ Working Paper series;
- links to flashcards on (i) assessment terminology, and (ii) trends in World Bank support for assessment activities; and
- materials from two recently-completed Regional Workshops (one in Kazakhstan and one in Mozambique).

We hope that you enjoy learning from these materials. To keep on reading and learning, please visit us at our [website](#) where you will find many more resources.

If you have feedback, questions, updates on or photos of READ activities, or would like hard copies of publications, please feel free to contact us at readtf@worldbank.org. We look forward to hearing from you.

Warm regards,

Marguerite Clarke
Program Manager
Russia Education Aid for Development (READ) Trust Fund
World Bank

"Better assessment for better learning"

If you would rather not receive these occasional email updates, please send an email to readtf@worldbank.org with the header "UNSUB READ UPDATE". If you would like to be added to the list, please send an email to the same address with the header "SUB READ UPDATE."

NEWS IN BRIEF FROM READ COUNTRIES

Armenia

- The country team is in the process of developing in- and pre-service teacher training programs on classroom assessment techniques. The aim is to build the capacity of classroom teachers to more effectively monitor and support their students' learning.
- The first module of a technical training program on large-scale assessment took place in early March.

Ethiopia

- In late 2012, 59 staff in the national assessment and examinations agency received in-depth technical training from ETS in assessment frameworks, item writing and item bank construction, sampling, administration, data analysis, and reporting.
- In early 2013, work commenced on developing item banks for the country's national examination and large-scale assessment programs. This is part of a series of activities aimed at improving the fairness and accessibility of these assessments for all Ethiopian students.

Mozambique

- In March, an assessment of early grade reading levels was administered to students in 178 schools across 4 districts, as part of an impact evaluation baseline data collection. The impact evaluation is looking at the relative effectiveness of different approaches to communicating and using assessment information.

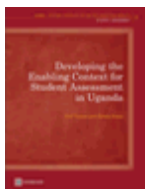
Zambia

- In April, the Examinations Council of Zambia and the National Assessment Joint Steering Committee completed a comprehensive communications plan for disseminating the 2012 National Assessment results to all key stakeholders in the country.
- In May, nearly 360 Education Standards Officers (school inspectors) from all 10 provinces in Zambia received training in basic assessment principles, school monitoring, and evaluation techniques. The aim is to equip these officers with sufficient knowledge and skills to help teachers and principals more effectively monitor and support their students' learning.

GLOBAL KNOWLEDGE

New in the READ Working Paper Series

In English



[Developing the Enabling context for Student Assessment in Uganda](#)

Authors: Anil Kanjee, Sylvia Acana

Ever wondered which countries in Africa have been successful in creating stronger assessment systems?

Check out the story of Uganda in this case study.

More papers, including case studies on Chile, Queensland (Australia), Brazil, and New Zealand, can be found on the [READ Trust Fund website](#).

In Russian



[The Development of the Student Assessment System in New Zealand](#)

Author: Lester Flockton

Apart from its majestic landscape, New Zealand is known for its innovative approach to student assessment.

This case study describes the key ingredients that have helped shape New Zealand's assessment system, and offers lessons for other countries.

English version also [available](#).



[Disseminating and Using Student Assessment Information in Chile](#)

Author: Maria-Jose Ramirez

How can we make the best use of assessment information? What are the most effective dissemination channels and strategies?

This paper sheds light on the Chilean experience.

English version also [available](#)

OTHER RESOURCES

Check out our flash cards!

- Assessment Types and Their Key Differences (available in [English](#), [Russian](#), and [Portuguese](#)).
- World Bank Support for Student Assessment Activities (available in [English](#)).

EVENTS

[2012 READ Trust Fund Regional Workshops](#)

Information about two workshops for READ country teams that were held in Kazakhstan and Mozambique in late 2012, including all resource materials, is available on the [READ Trust Fund website](#).