SABER - Student Assessment

Benchmarking Results for READ Countries

2009 Baseline

Marguerite Clarke
The World Bank

Overview

- Introduction to benchmarking exercise
- Summary baseline (2009) report for READ countries
  - Classroom assessment
  - Examinations
  - National large-scale assessment
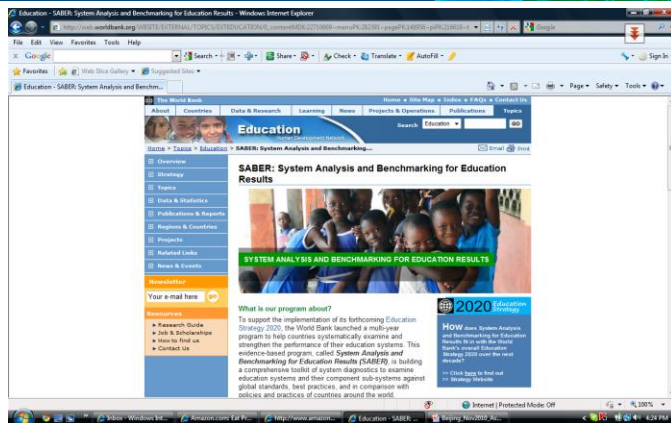 - International large-scale assessment
- Next steps

Overview

- **Introduction to benchmarking exercise**
- Summary baseline (2009) report for READ countries
  - Classroom assessment
  - Examinations
  - National large-scale assessment
  - International large-scale assessment
- Next steps

Purpose

What?

- SABER - Student Assessment
  - Evidence-based tool for benchmarking student assessment policies and systems around the world
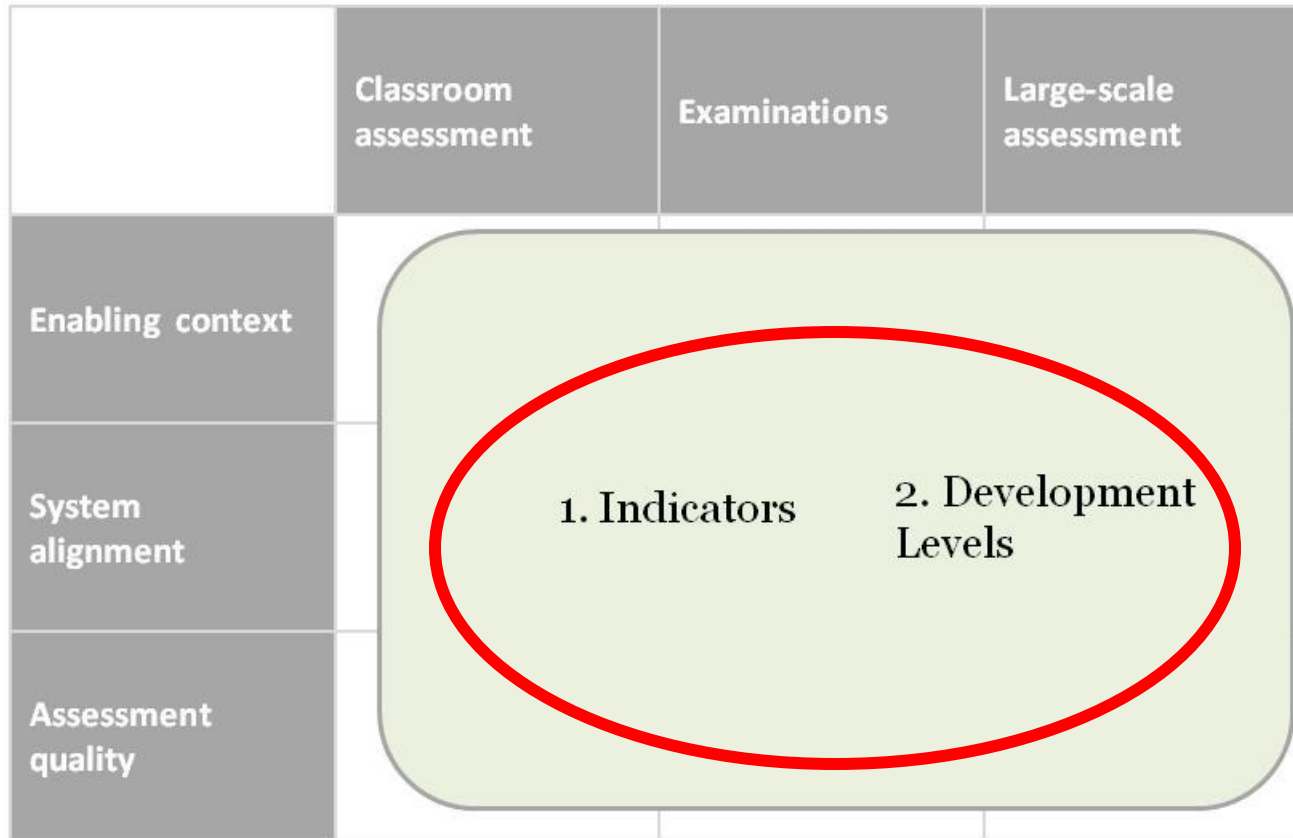

Why?

- Apply to READ countries to determine where their assessment systems are strong, and where they are in need of improvement

- Create baseline (2009) for tracking progress under READ

Benchmarking Framework

	Classroom assessment	Examinations	Large-scale assessment
Enabling context			
System alignment	1. Indicators	2. Development Levels	
Assessment quality			

Indicator Data Collection

2011 QUESTIONNAIRE

Survey of Student Assessment Systems

National Large-Scale Assessment

[Name of country or education system]

[Date of data collection]

SYSTEM ASSESSMENT AND BENCHMARKING

FOR EDUCATION RESULTS

The World Bank

Human Development Network

Please answer all remaining questions with respect to the assessment indicated in question 4.

5. Does the country/system have a policy that authorizes the large-scale assessment program?

a. ( ) Yes, a formal policy
b. ( ) Yes, informal or draft policy
c. ( ) No → Got to question 8

Comments:

_____

6. Please provide the following information on the policy that authorizes the large-scale assessment program:

   Official document citation:_____
   Authorizing body:_____
   Year of authorization:_____

Please provide the link or attach a copy of the policy with your submission of the completed questionnaire.

Comments:

_____

7. Is the policy identified in question 6 available to the public?

a. ( ) Yes
b. ( ) No

Comments:

_____

8. Does the national/system's government have a large-scale assessment plan for the coming years or future assessment rounds?

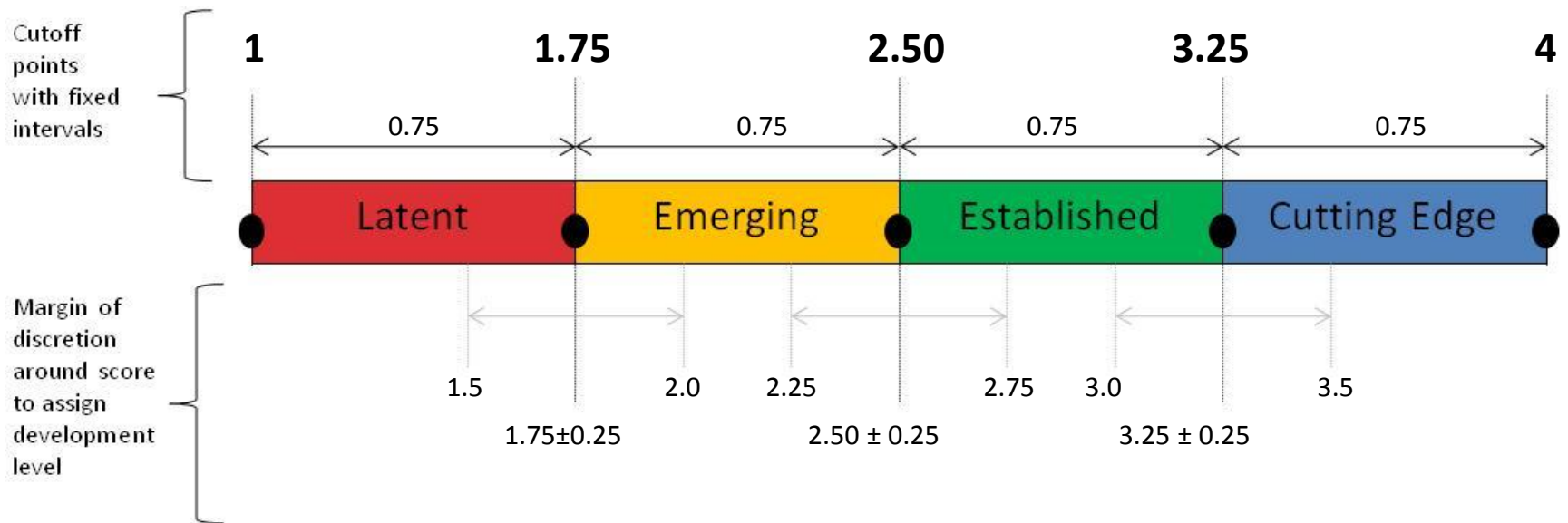a. ( ) Yes
b. ( ) No → Go to question 10

Please provide the link or attach a copy of the plan with your submission of the completed questionnaire.

Comments:

_____

Benchmarking Rubrics

KYRGYZ REPUBLIC				
National Large-Scale Assessment (NLSA)				
Rubric				
LATENT Absence of, or deviation from, the attribute	**EMERGING** On way to meeting minimum standard	**ESTABLISHED** Acceptable minimum standard	**CUTTING-EDGE** Best practice	**JUSTIFICATION**
Enabling Context (EC) Overall framework of policies, leadership, organizational structures, fiscal and human resources in which NLSA activity takes place in a country or system and the extent to which that framework is directly conducive to, or supportive of, the NLSA activity.				
EC1 -- Setting clear policies for NLSA				
(Q3_III) No NLSA exercise has taken place.	(Q3_III) The NLSA has been operating on an irregular basis.	(Q3_III) The NLSA is a stable program that has been operating regularly.	This option does not apply to this dimension.	The Kyrgyz Republic has been conducting NLSAs on an irregular basis and those that were conducted were driven by donor agencies (MLA with UNICEF funding, and two rounds of NSBA with WB funding).

Overall Score, Development Level for Each Assessment Type

Validated Country Summary Report

Overview

- Introduction to benchmarking exercise
- **Summary baseline (2009) report for READ countries**
    - Classroom assessment
    - Examinations
    - National large-scale assessment
    - International large-scale assessment
- Next steps

READ Baseline (2009) Ratings

	Classroom	Examinations	NLSA	ILSA
Angola	🟨	🟨	🟥	🟥
Ethiopia	🟥	🟩	🟨	🟥
Kyrgyz Republic	🟥	🟨	🟨	🟨
Mozambique	🟨	🟨	🟨	🟨
Tajikistan	🟨	🟨	🟥	🟥
Vietnam	🟨	🟨	🟨	🟥
Zambia	🟨	🟩	🟨	🟨

READ Baseline (2009) Ratings
Classroom Assessment

	Classroom	Examinations	NLSA	ILSA
Angola	🟨			
Ethiopia	🟥			
Kyrgyz Republic	🟥			
Mozambique	🟨			
Tajikistan	🟨			
Vietnam	🟨			
Zambia	🟨			

Classroom Assessment Development Levels

**Angola
Mozambique
Tajikistan
Vietnam
Zambia**

**Ethiopia
Kyrgyz Republic**

Strong system-wide institutional capacity to support and ensure quality of classroom assessment practices.

Some/sufficient system-wide institutional capacity.

Weak system-wide institutional capacity.

No system-wide institutional capacity.
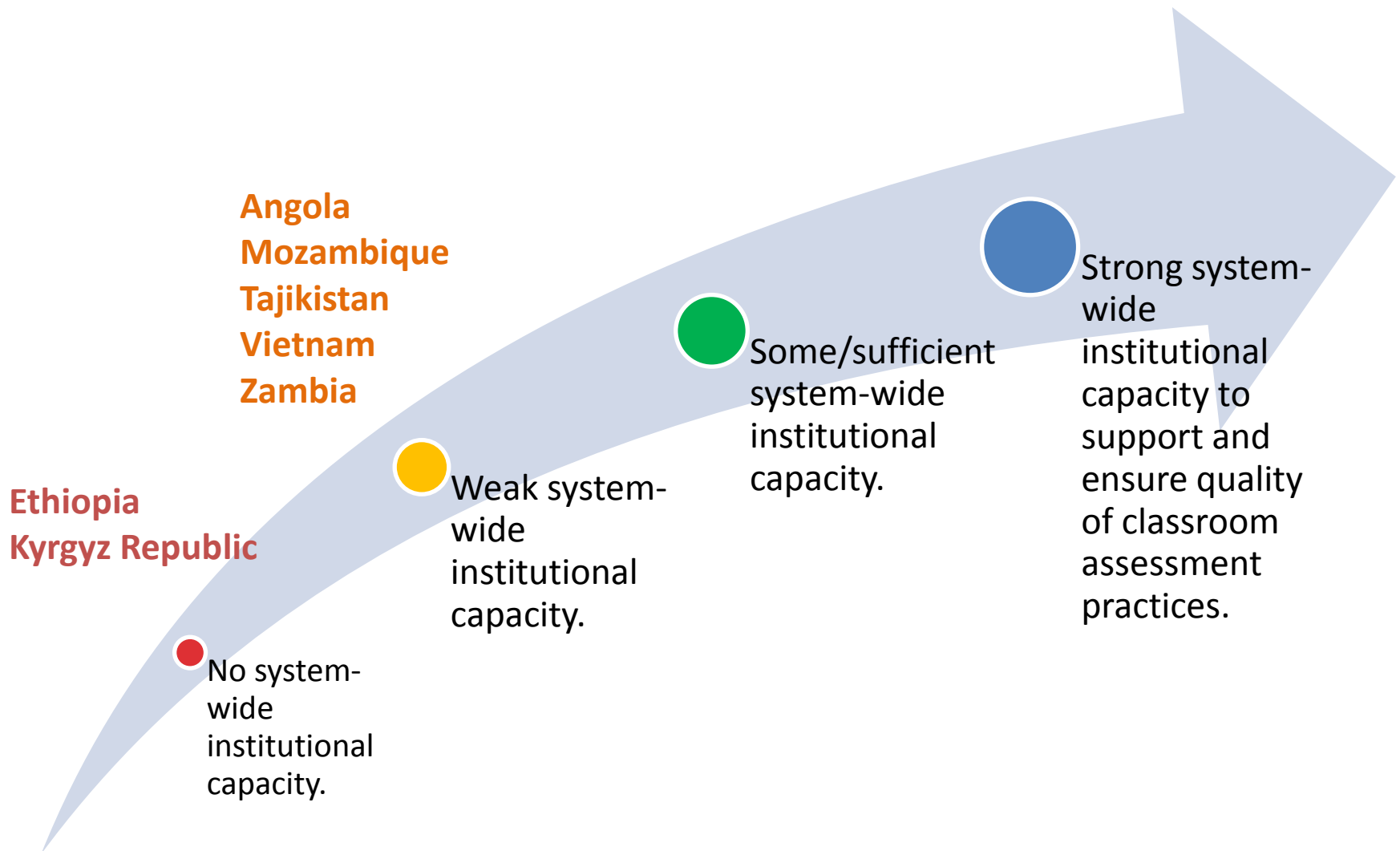
Classroom Assessment Development Levels

**Ethiopia
Kyrgyz Republic**

No system-wide institutional capacity.

- No formal guidelines at system (or sub-system) level
- Limited use of classroom assessment information
- No system-wide resources for teachers, monitoring of practices, training

Classroom Assessment Development Levels

Angola
Mozambique
Tajikistan
Vietnam
Zambia

Weak system-wide institutional capacity.

- System-level guidelines
- Some system-wide resources, training
- Teacher, curriculum quality issues
- Limited oversight, uses

READ Baseline (2009) Ratings
Examinations

	Classroom	Examinations	NLSA	ILSA
Angola		🟨		
Ethiopia		🟩		
Kyrgyz Republic		🟨		
Mozambique		🟨		
Tajikistan		🟨		
Vietnam		🟨		
Zambia		🟩		

Examinations Development Levels
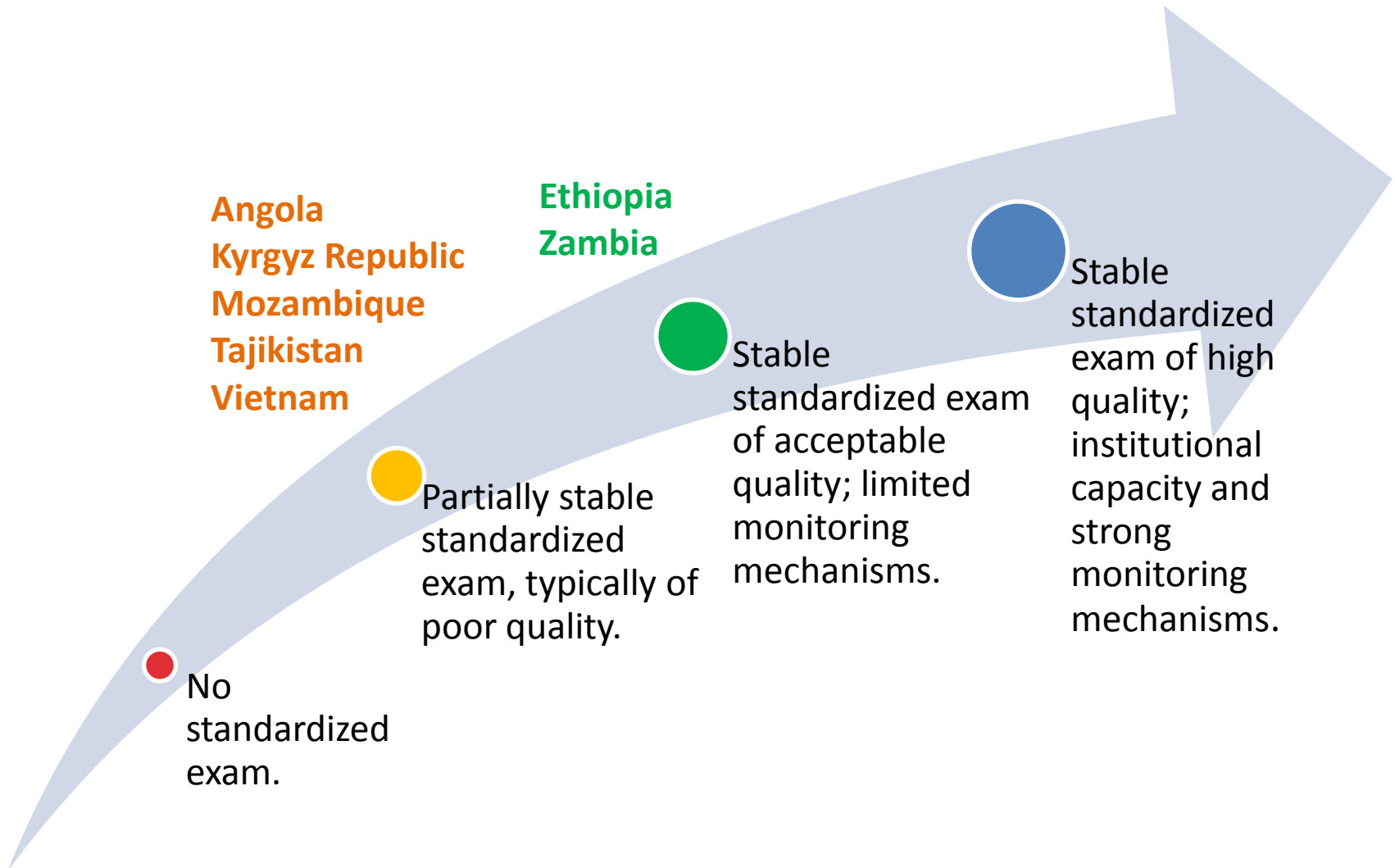
**Angola
Kyrgyz Republic
Mozambique
Tajikistan
Vietnam**

**Ethiopia
Zambia**

No standardized exam.

Partially stable standardized exam, typically of poor quality.

Stable standardized exam of acceptable quality; limited monitoring mechanisms.

Stable standardized exam of high quality; institutional capacity and strong monitoring mechanisms.

Examinations Development Levels

Angola
Kyrgyz Republic
Mozambique
Tajikistan
Vietnam

Partially stable standardized exam, typically of poor quality.

- Limited national policy framework and funding
- Separate school leaving, university entrance exams
- Credibility and security issues
- Inappropriate uses of results
- Limited options for those not doing well

Examinations Development Levels

Ethiopia
Zambia

Stable standardized exam of acceptable quality; limited monitoring mechanisms.

- National policy framework, funding
- Unified exam aligned with national curriculum
- Technical quality reporting
- Credible
- Options for those not doing well

READ Baseline (2009) Ratings
National Large-Scale Assessment

	Classroom	Examinations	NLSA	ILSA
Angola			🟥	
Ethiopia			🟧	
Kyrgyz Republic			🟧	
Mozambique			🟧	
Tajikistan			🟥	
Vietnam			🟧	
Zambia			🟧	

National Large-Scale Assessment Development Levels

Ethiopia
Kyrgyz Republic
Mozambique
Vietnam
Zambia

Angola
Tajikistan

No NLSA in place.

Unstable NLSA in place; assessment quality and impact weak.

Stable NLSA of moderate quality in place; information disseminated, but not used effectively.

Stable NLSA of high quality in place; information effectively used.
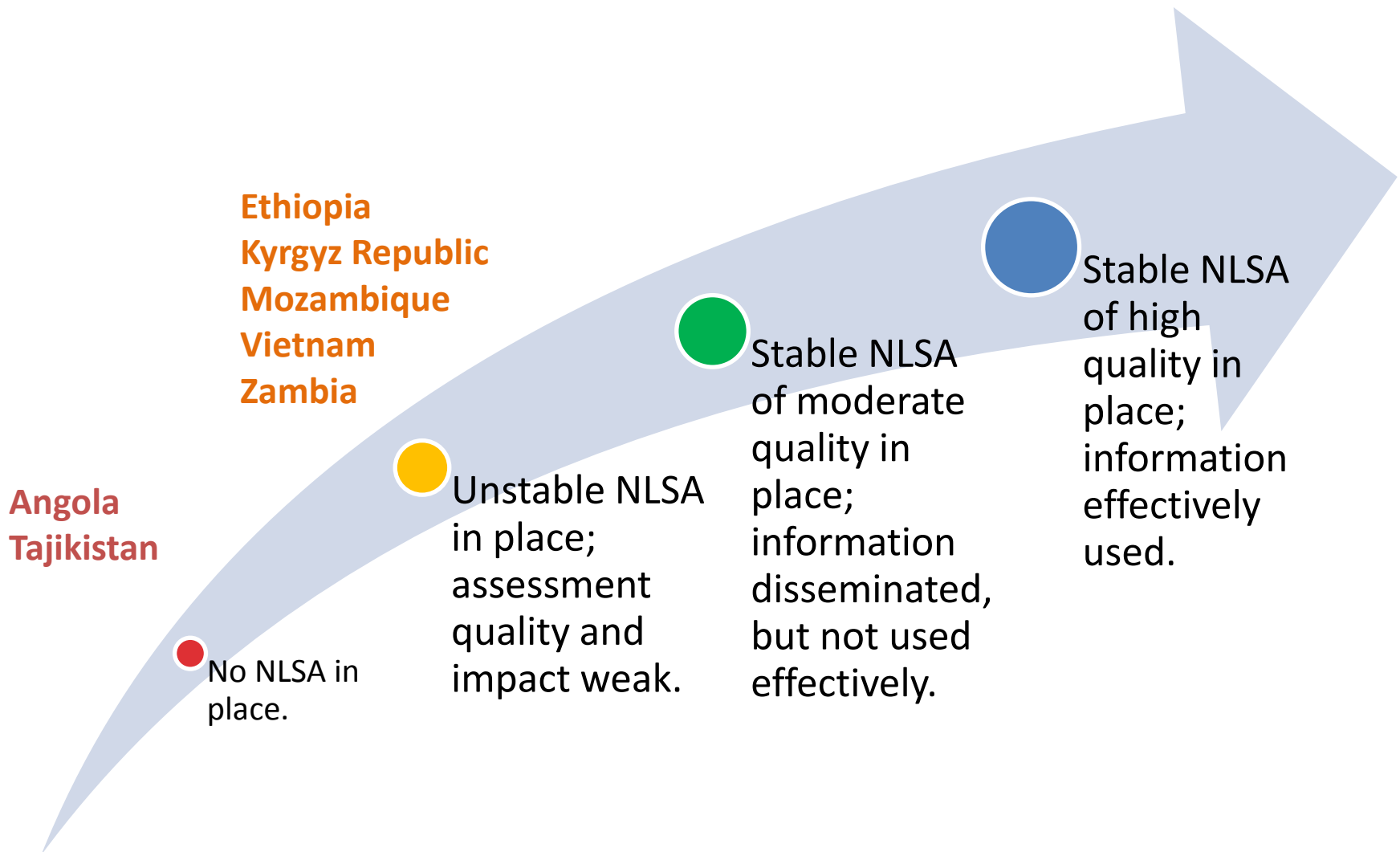
National Large-Scale Assessment Development Levels

Angola
Tajikistan

● No NLSA in place.

•No NLSA (some provincial activity), but acknowledgment that it is necessary
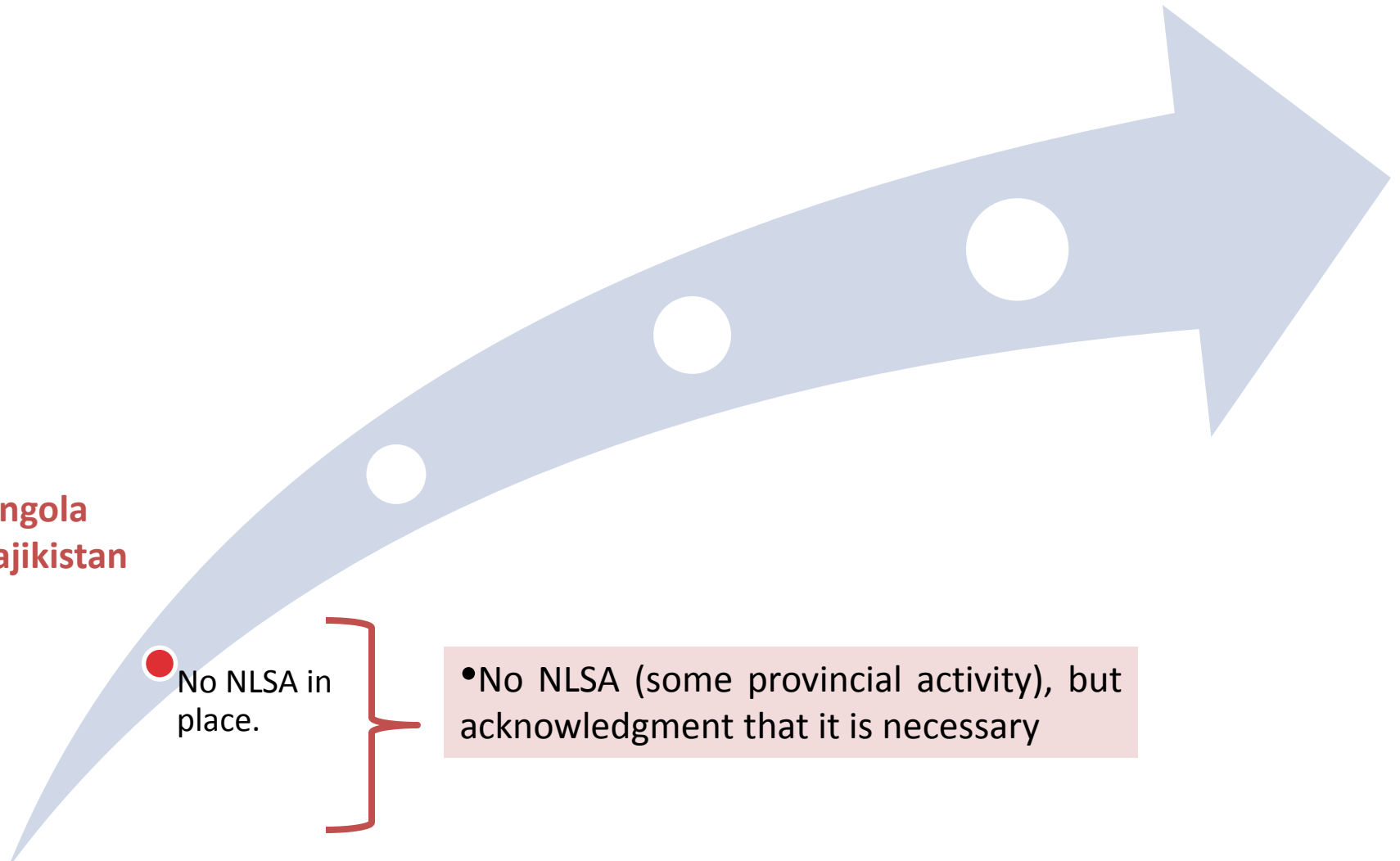
National Large-Scale Assessment Development Levels

Ethiopia
Kyrgyz Republic
Mozambique
Vietnam
Zambia

Unstable NLSA in place; assessment quality and impact weak.

- NLSA operating with donor support, no policy framework (except Zambia)
- Need for staff training/learning, quality assurance
- Results not well disseminated or used

READ Baseline (2009) Ratings
International Large-Scale Assessment

	Classroom	Examinations	NLSA	ILSA
Angola				🟥
Ethiopia				🟥
Kyrgyz Republic				🟧
Mozambique				🟧
Tajikistan				🟥
Vietnam				🟥
Zambia				🟧

International Large-Scale Assessment Development Levels

**Kyrgyz Republic
Mozambique
Zambia**

More or less stable participation in ILSA.

Stable participation in ILSA. Information effectively used to improve education.

**Angola
Ethiopia
Tajikistan
Vietnam**

Participation in ILSA initiated.

No history of participation in ILSA .
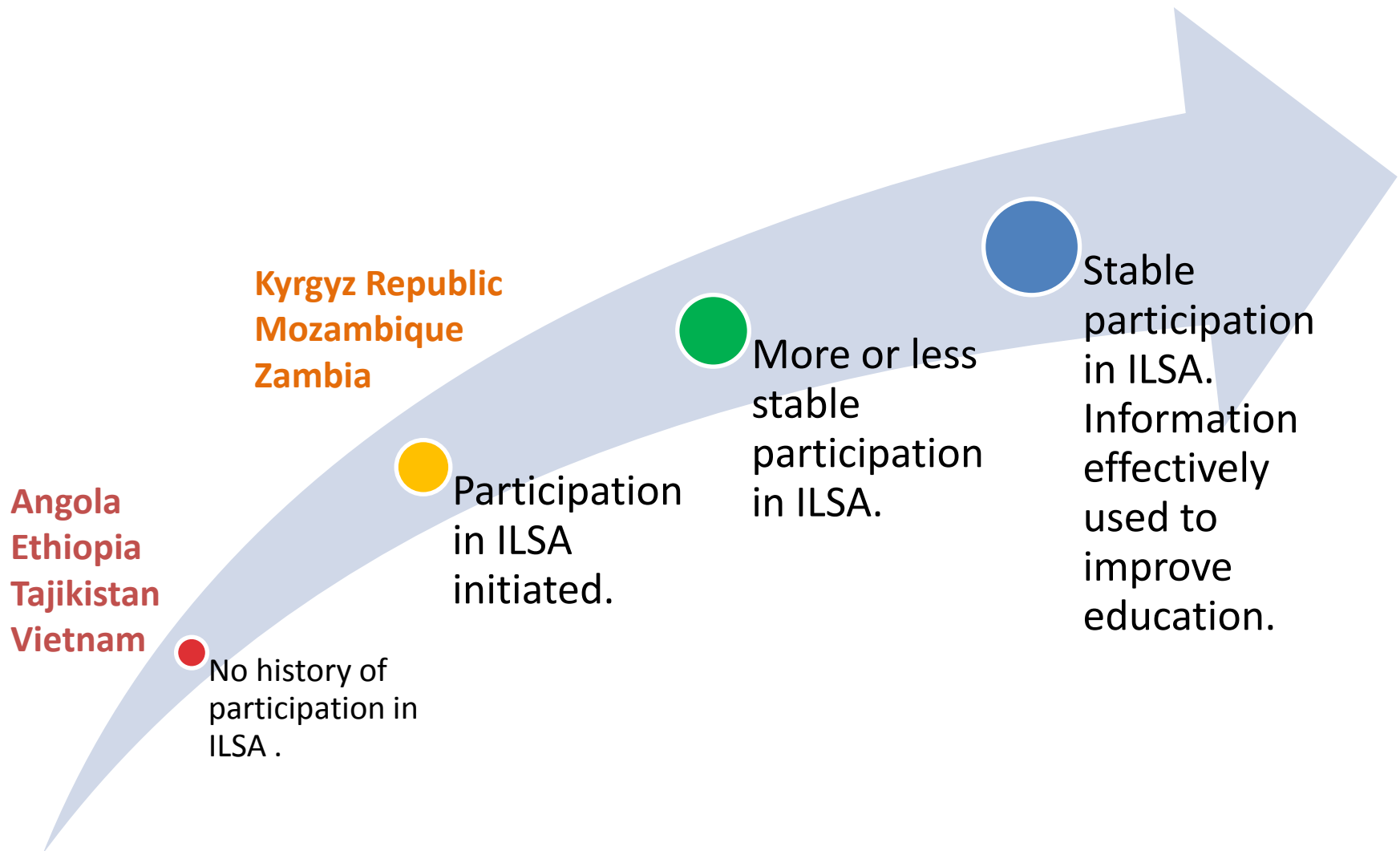
International Large-Scale Assessment Development Levels

Angola
Ethiopia
Tajikistan
Vietnam

No history of participation in an ILSA .

- No previous activity
- Interest in participating in ILSA in next few years, but no concrete plans

International Large-Scale Assessment Development Levels

Kyrgyz Republic
Mozambique
Zambia

Participation in ILSA initiated.

- PISA 2006, 2009
- SACMEQ I, II, III plus plans for future
- Often donor funded
- Limited use of results to inform decision making

Overview

- Introduction to benchmarking exercise
- Summary baseline (2009) report for READ countries
  - Classroom assessment
  - Examinations
  - National large-scale assessment
  - International large-scale assessment
- **Next steps**

READ Baseline (2009) Ratings
Country Focus under READ

	Classroom	Examinations	NLSA	ILSA
Angola	🟧	🟧	🔴 (circled)	🔴
Ethiopia	🔴	🟢 (circled)	🟧 (circled)	🔴
Kyrgyz Republic	🔴 (circled)	🟧 (circled)	🟧	🟧
Mozambique	🟧	🟧	🟧 (circled)	🟧
Tajikistan	🟧	🟧 (circled)	🔴	🟧
Vietnam	🟧 (circled)	🟧 (circled)	🟧	🔴 (circled)
Zambia	🟧 (circled)	🟢 (circled)	🟧 (circled)	🟧

Conclusion

- Countries mainly at **Emerging** stage, but variation within and across countries
  - Examinations the most developed assessment type, ILSA the least
  - Countries can learn from one another
- Next steps driven by
  - Benchmarking results
  - Country needs and priorities

Thank you!

**SABER – Student Assessment
Benchmarking Results for READ Countries**

SABER – Student Assessment Core Team
Marguerite Clarke, mclarke2@worldbank.org
Maria-Jose Ramirez
Julia Liberman
in collaboration with READ Country Teams and TTLs