



SABER - Student Assessment

Benchmarking Results for READ

Countries

2009 Baseline

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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

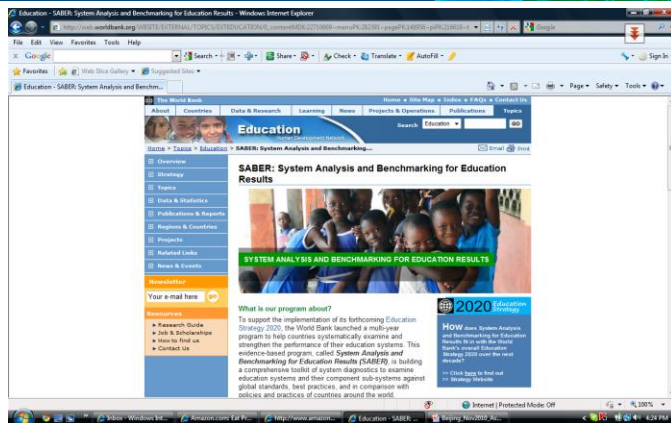
- **Introduction to benchmarking exercise**
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Purpose

What?

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

SABER System Assessment and Benchmarking for Education Results

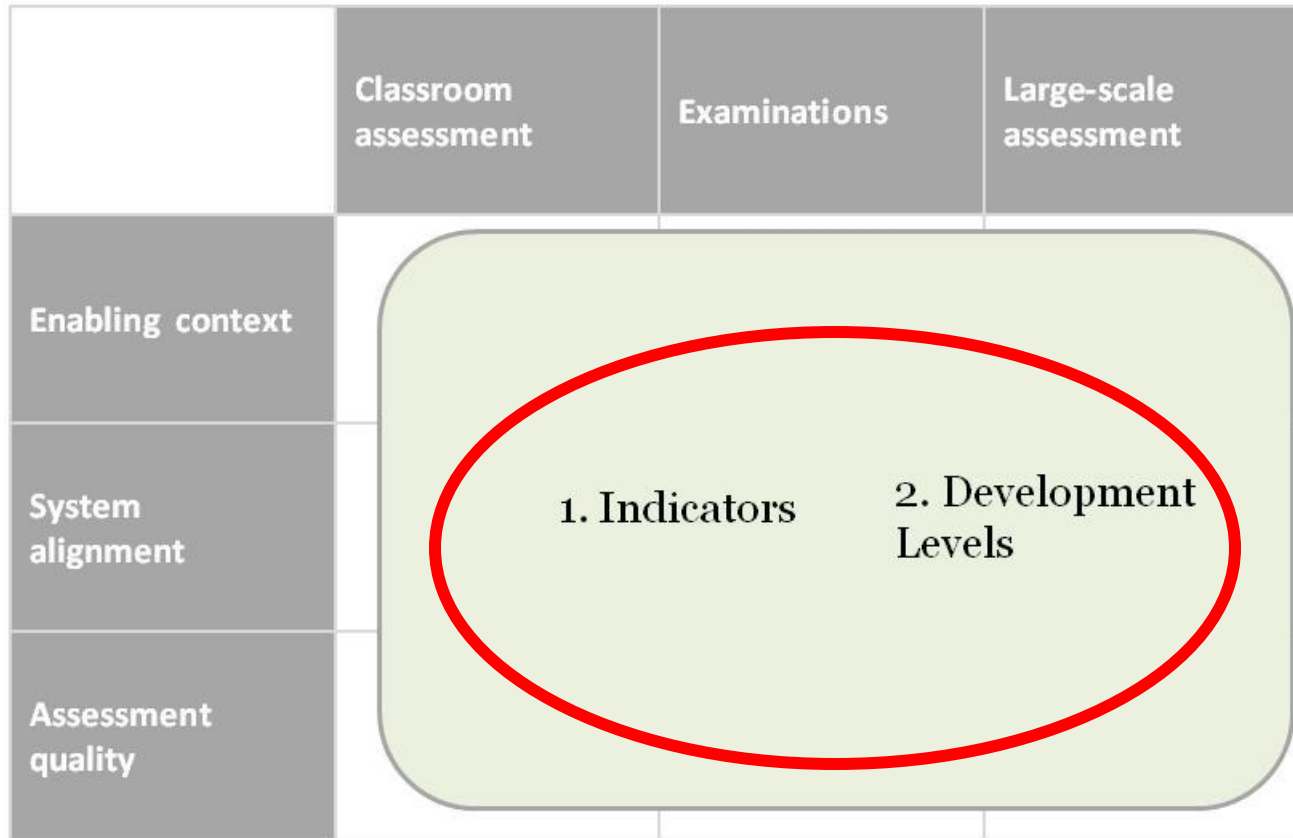


Why?

- 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



Indicator Data Collection



SABER-SA / National Large-Scale Assessment

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 → Go 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

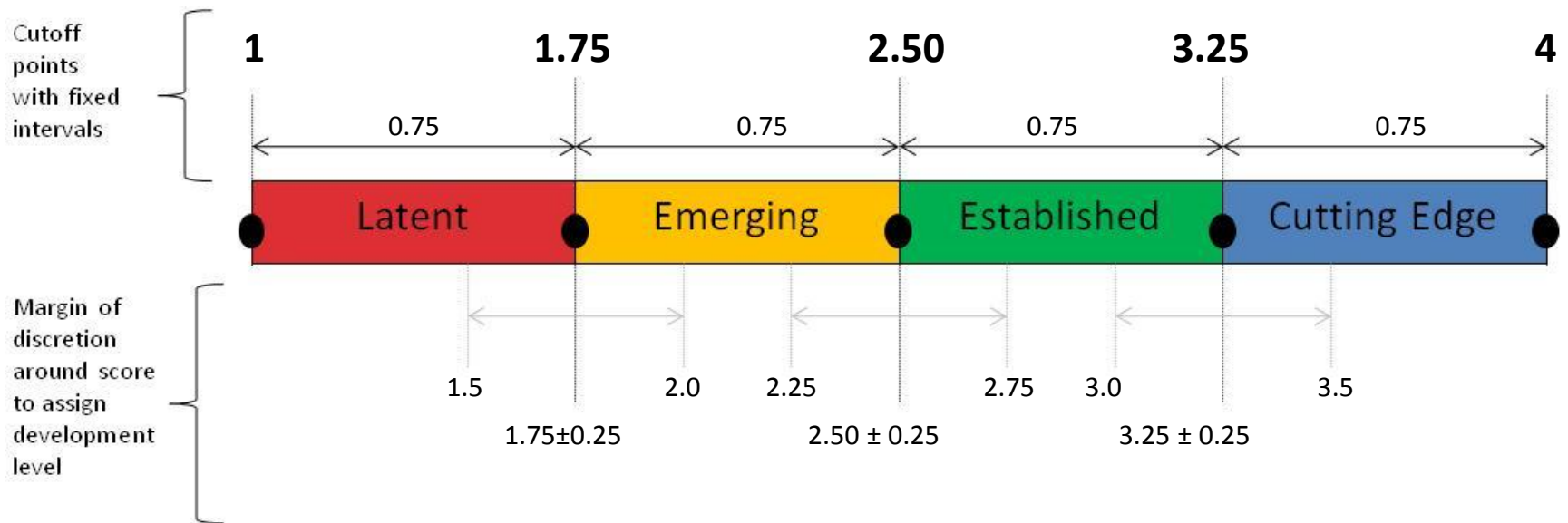
Please provide the link or attach a copy of the plan with your submission of the completed questionnaire.

Comments:


Benchmarking Rubrics

<p style="text-align: center;">KYRGYZ REPUBLIC <u>National Large-Scale Assessment (NLSA)</u> Rubric</p>				
<p style="text-align: center;">LATENT Absence of, or deviation from, the attribute</p>	<p style="text-align: center;">EMERGING On way to meeting minimum standard</p>	<p style="text-align: center;">ESTABLISHED Acceptable minimum standard</p>	<p style="text-align: center;">CUTTING-EDGE Best practice</p>	<p style="text-align: center;">JUSTIFICATION</p>
<p style="text-align: center;">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.</p>				
<p style="text-align: center;">EC1 -- Setting clear policies for NLSA</p>				
<p>(Q3_III) <u>No</u> NLSA exercise has taken place.</p>	<p>(Q3_III) The NLSA has been operating on an <u>irregular</u> basis.</p>	<p>(Q3_III) The NLSA is a stable program that has been operating <u>regularly</u>.</p>	<p>This option does not apply to this dimension.</p>	<p>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).</p>

Overall Score, Development Level for Each Assessment Type



Validated Country Summary Report

SABER System Assessment and Benchmarking for Education Results			
Student Assessment System Country Report			
KYRGYZ REPUBLIC 2009 Baseline (before the READ program)			Level of Development
ASSESSMENT TYPE	DESCRIPTION	LEVEL OF DEVELOPMENT	POSSIBLE NEXT STEPS
CLASSROOM ASSESSMENT	<ul style="list-style-type: none"> There is recognition among key stakeholders of the importance of classroom assessment and the urgent need to strengthen existing practices (which are very weak) in order to better support student learning. There also is recognition of the need to introduce mechanisms to better ensure the quality of classroom assessment practices. While such mechanisms have been piloted in some regions of the country with the support of donor-funded projects, there is a need to institutionalize these mechanisms at the system level. 	LATENT	<ul style="list-style-type: none"> Making available system-wide resources for teachers to engage in better-quality classroom assessment as well as teacher training opportunities on effective classroom assessment practices. Formalizing, and making widely available, a system-level document that provides evidence-based guidelines for classroom assessment practices.
EXAMINATIONS	<ul style="list-style-type: none"> The examination system has been operating on a regular basis under the provisions approved by the government of the Kyrgyz Republic. As the current examination system is based on Soviet principles, it is in the process of being reformed to better align with the demands of the free-market economy. Efforts to improve the examination system have been welcomed by various stakeholders, including the leadership in charge of the examinations. 	EMERGING	<ul style="list-style-type: none"> Enhancing the credibility of the new examinations by making publicly available a high-quality technical report on their design and conduct, and introducing systematic quality control mechanisms, such as internal and external review or audit. Monitoring the quality and equity consequences of the new examinations by funding independent research on their impact or creating a permanent oversight committee.
NATIONAL LARGE-SCALE ASSESSMENT (NLSA)	<ul style="list-style-type: none"> With the support of donor agencies, these NLSAs measure performance against national curriculum/learning standards. There is a strong effort to ensure the quality of NLSAs through various mechanisms, including pretesting as well as training staff who are conducting statistical analysis. Policy makers have used the NLSA results to modify aspects of the education system, including curriculum and assessment. 	EMERGING	<ul style="list-style-type: none"> Policy framework, ensuring regular government funding to cover core activities, and creating a permanent NLSA office/unit that would be responsible for NLSA activities. Building capacity to ensure the quality of future NLSA activities by, for example, offering training opportunities to prepare individuals to work on the NLSA.
INTERNATIONAL LARGE-SCALE ASSESSMENT (ILSA)	<ul style="list-style-type: none"> The Kyrgyz Republic has participated in two rounds of PISA and met all technical standards required to have its data presented in the main displays of the international report. Within the Kyrgyz Republic, results and information were presented in a consolidated national report and distributed to key decision makers and schools. The Kyrgyz Republic has not, however, taken concrete steps to participate in any other ILSAs in the next five years and there is no policy document that addresses participation in future ILSAs. 	EMERGING	<ul style="list-style-type: none"> Building capacity in the Kyrgyz Republic to carry out ILSA activities by offering workshops on using international assessment databases, conducting university courses on the topic of international assessments, and providing funding for attending international workshops or training on international assessments. Building policymaker interest in, and support for, participation in future ILSA by informing them and other key stakeholders (media, educators) of ILSA results and analysis, and their policy and practical implications.



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READ Baseline (2009) Ratings

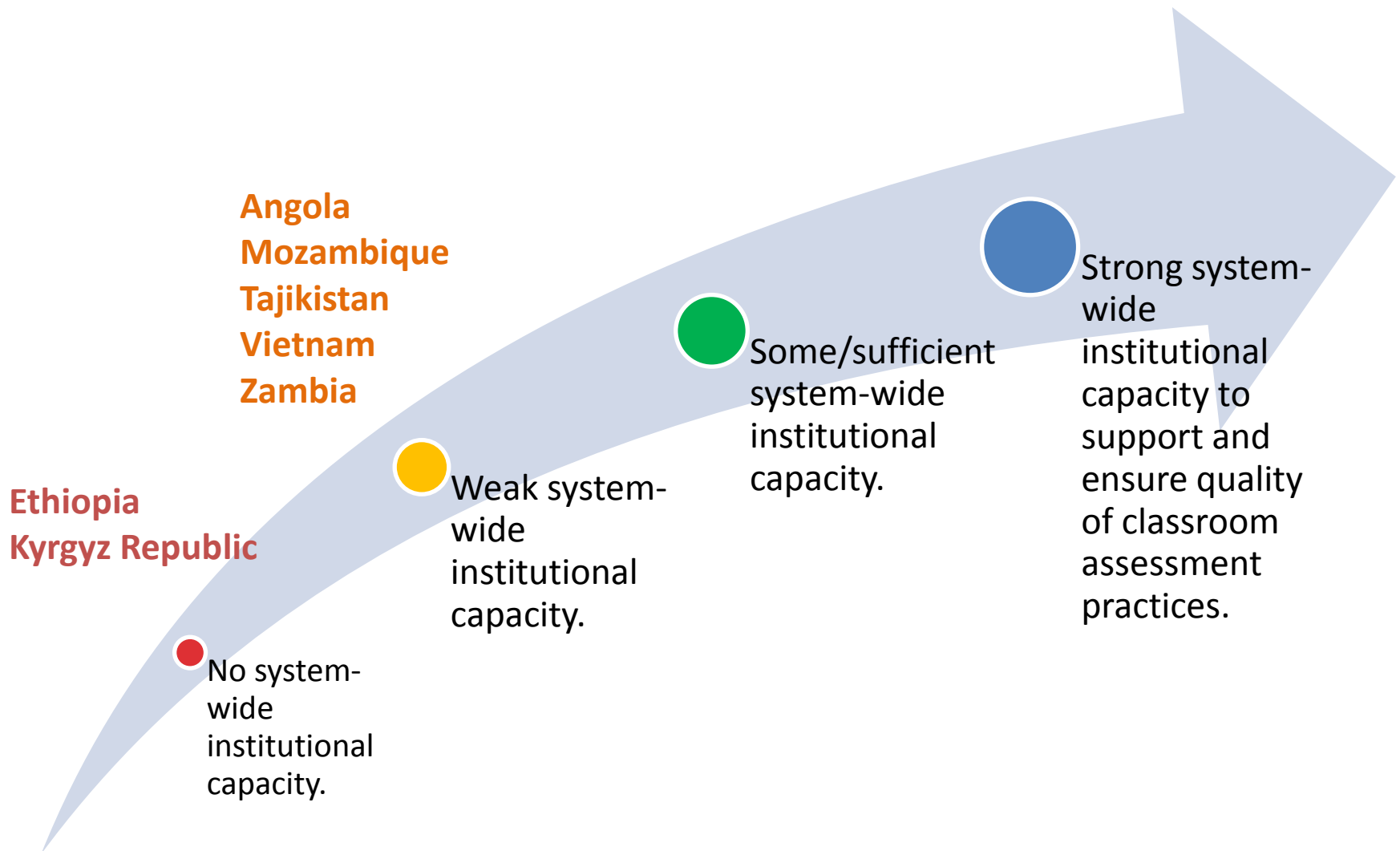
	Classroom	Examinations	NLSA	ILSA
Angola	Yellow	Yellow	Red	Red
Ethiopia	Red	Green	Yellow	Red
Kyrgyz Republic	Red	Yellow	Yellow	Yellow
Mozambique	Yellow	Yellow	Yellow	Yellow
Tajikistan	Yellow	Yellow	Red	Red
Vietnam	Yellow	Yellow	Yellow	Red
Zambia	Yellow	Green	Yellow	Yellow

READ Baseline (2009) Ratings

Classroom Assessment

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

Classroom Assessment Development Levels



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.

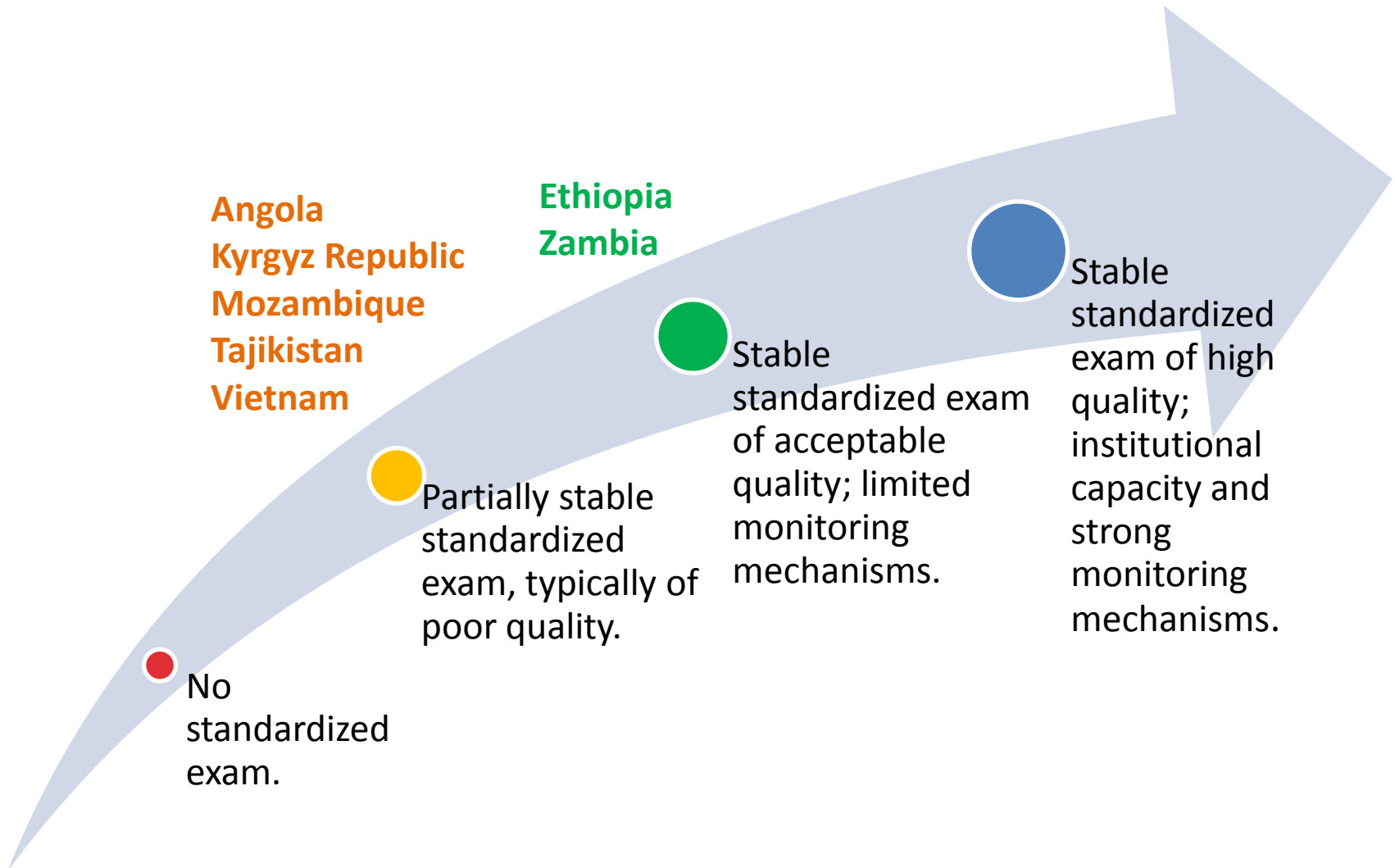
- System-level guidelines
- Some system-wide resources, training
- Teacher, curriculum quality issues
- Limited oversight, uses

READ Baseline (2009) Ratings

Examinations

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

Examinations Development Levels



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.

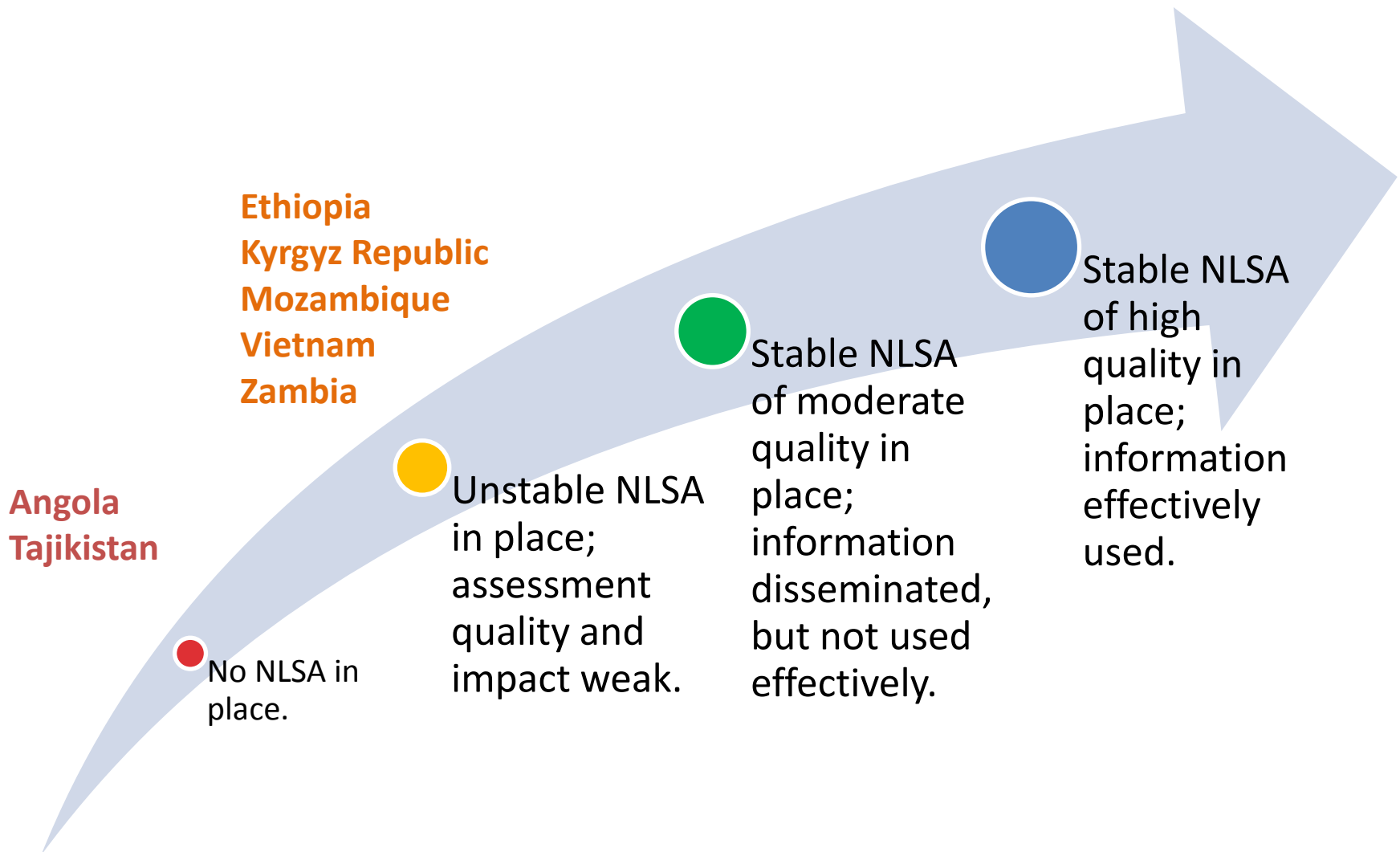
- National policy framework, funding
- Unified exam aligned with national curriculum
- Technical quality reporting
- Credible
- Options for those not doing well

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

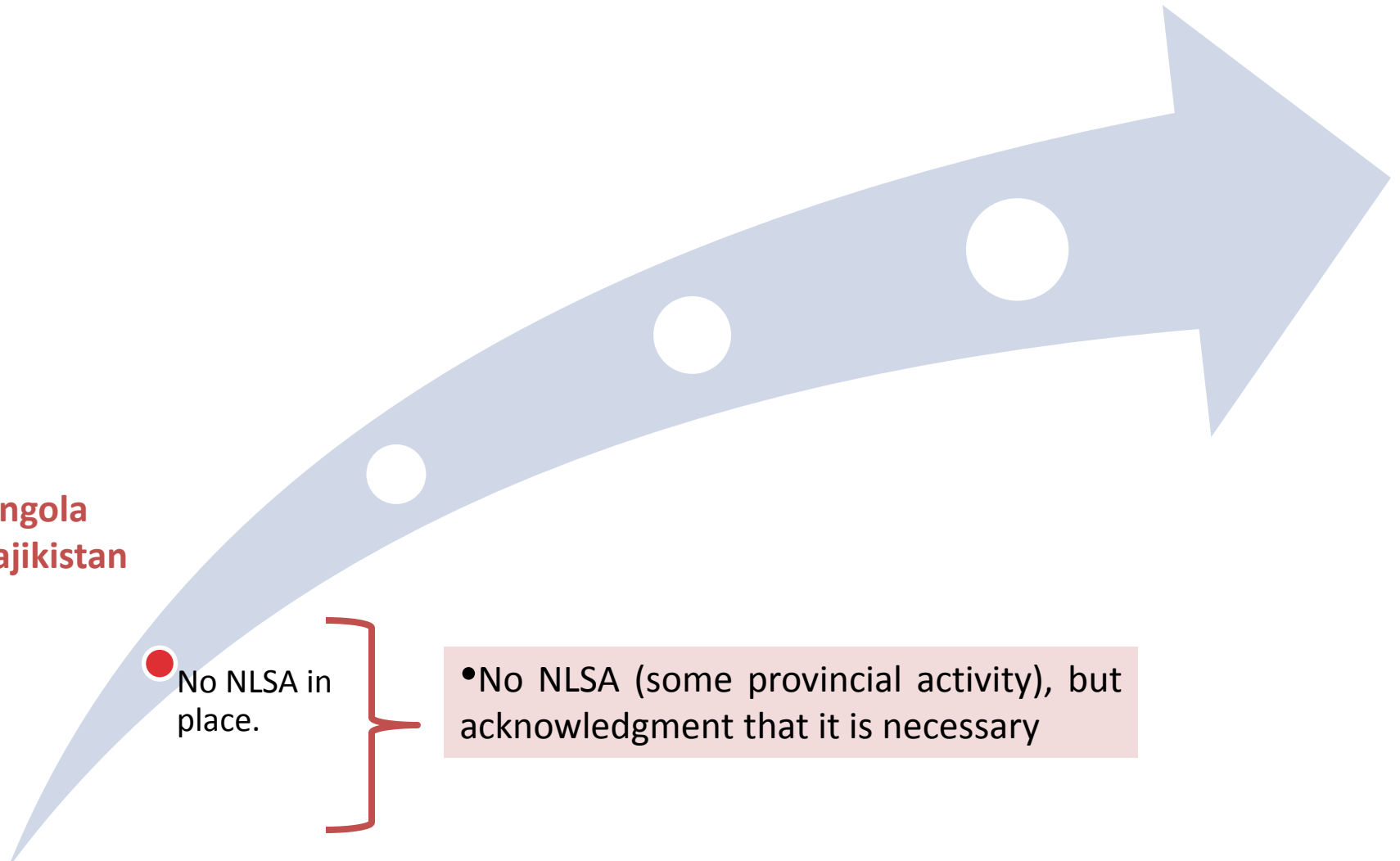


National Large-Scale Assessment Development Levels

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.

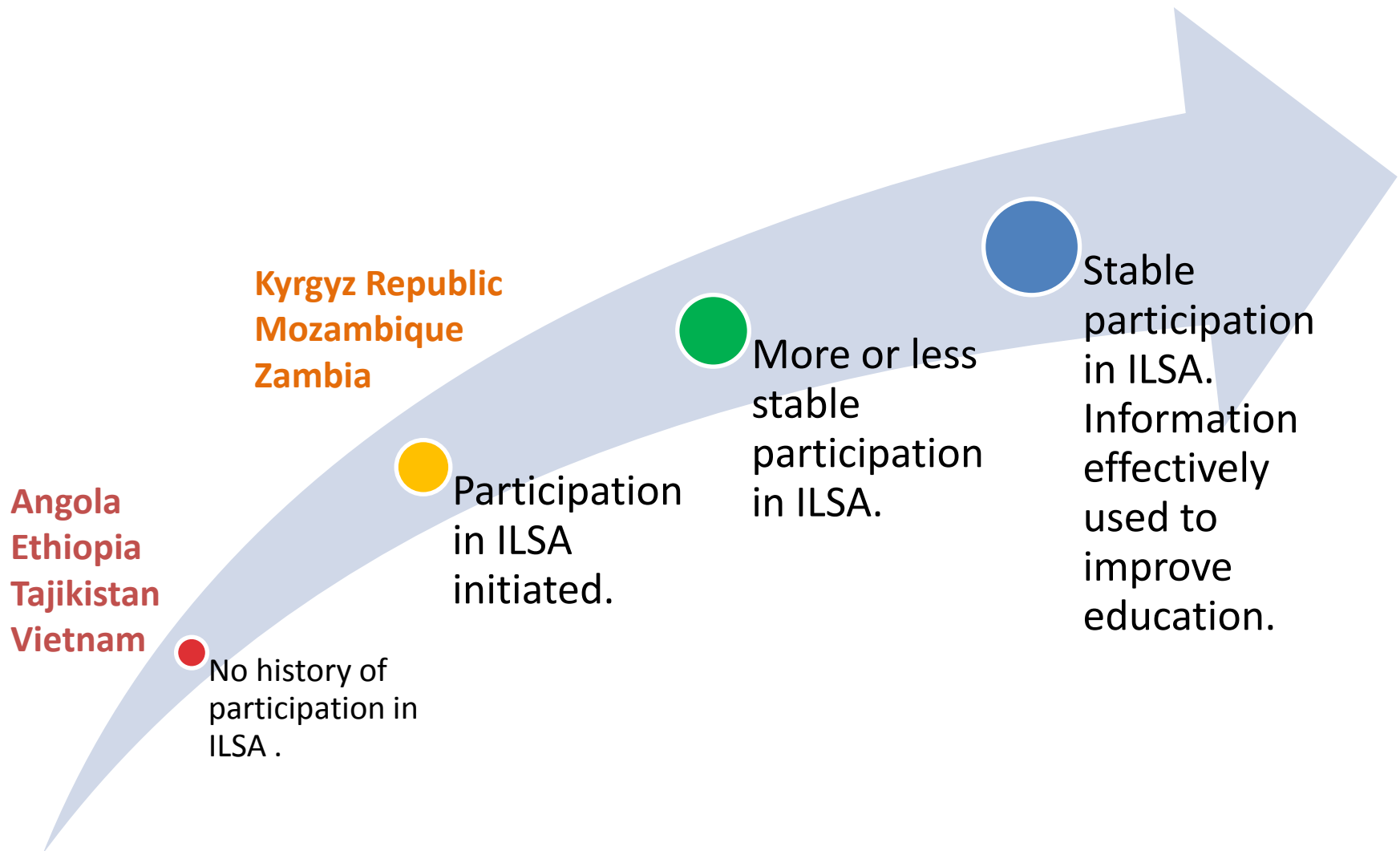
- NLSA operating with donor support, no policy framework (except Zambia)
- Need for staff training/learning, quality assurance
- Results not well disseminated or used

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



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



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READ Baseline (2009) Ratings

Country Focus under READ

	Classroom	Examinations	NLSA	ILSA
Angola	Yellow	Yellow	Red	Red
Ethiopia	Red	Green	Yellow	Red
Kyrgyz Republic	Red	Yellow	Yellow	Yellow
Mozambique	Yellow	Yellow	Yellow	Yellow
Tajikistan	Yellow	Yellow	Red	Red
Vietnam	Yellow	Yellow	Yellow	Red
Zambia	Yellow	Green	Yellow	Yellow

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

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in collaboration with READ Country Teams and TTLs