

READ Regional Workshop

Introduction to the Sessions

READ Global Team
World Bank

Maputo, Mozambique
December 3-5, 2012

Why are we here?



Why are we here?

Workshop objectives


- Provide participants with opportunity to
 - Support their own and other country teams in moving forward with activities outlined in their READ Action Plan
 - Discuss and try to resolve key challenges/issues in relation to those plans
 - Share lessons learned and expertise across the four country teams
- Begin to build “community of practice”

Getting to know each other

- Approach 3 people you do not know
- Ask each of them
 - Their name
 - What they do for work
 - What they do for fun



Key concepts in student assessment



Looking inside the black box...

Assessment types/purposes

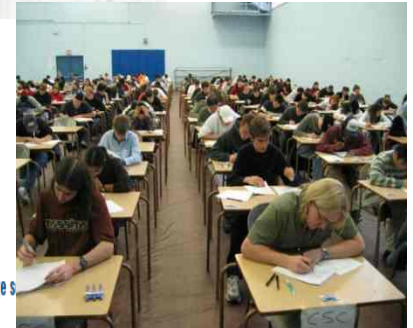
- **Classroom assessment**

- For improving teaching and learning



- **Examinations**

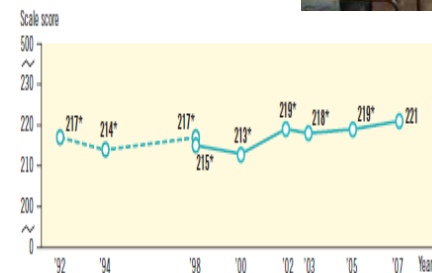
- For making high-stakes decisions about individual students



- **Large-scale assessment**

- For determining system learning levels and related factors

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



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

Classroom
assessment



Examinations

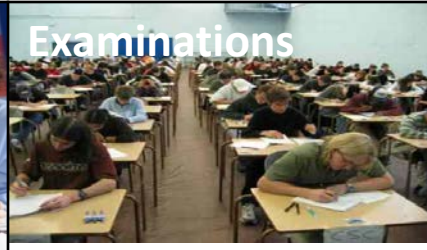
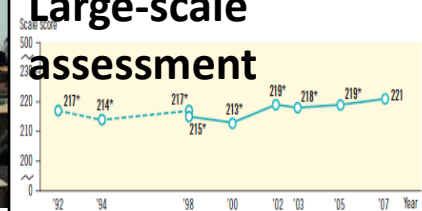


Figure 1. Trend in fourth-grade NAEP reading average scores



Enabling context



System alignment



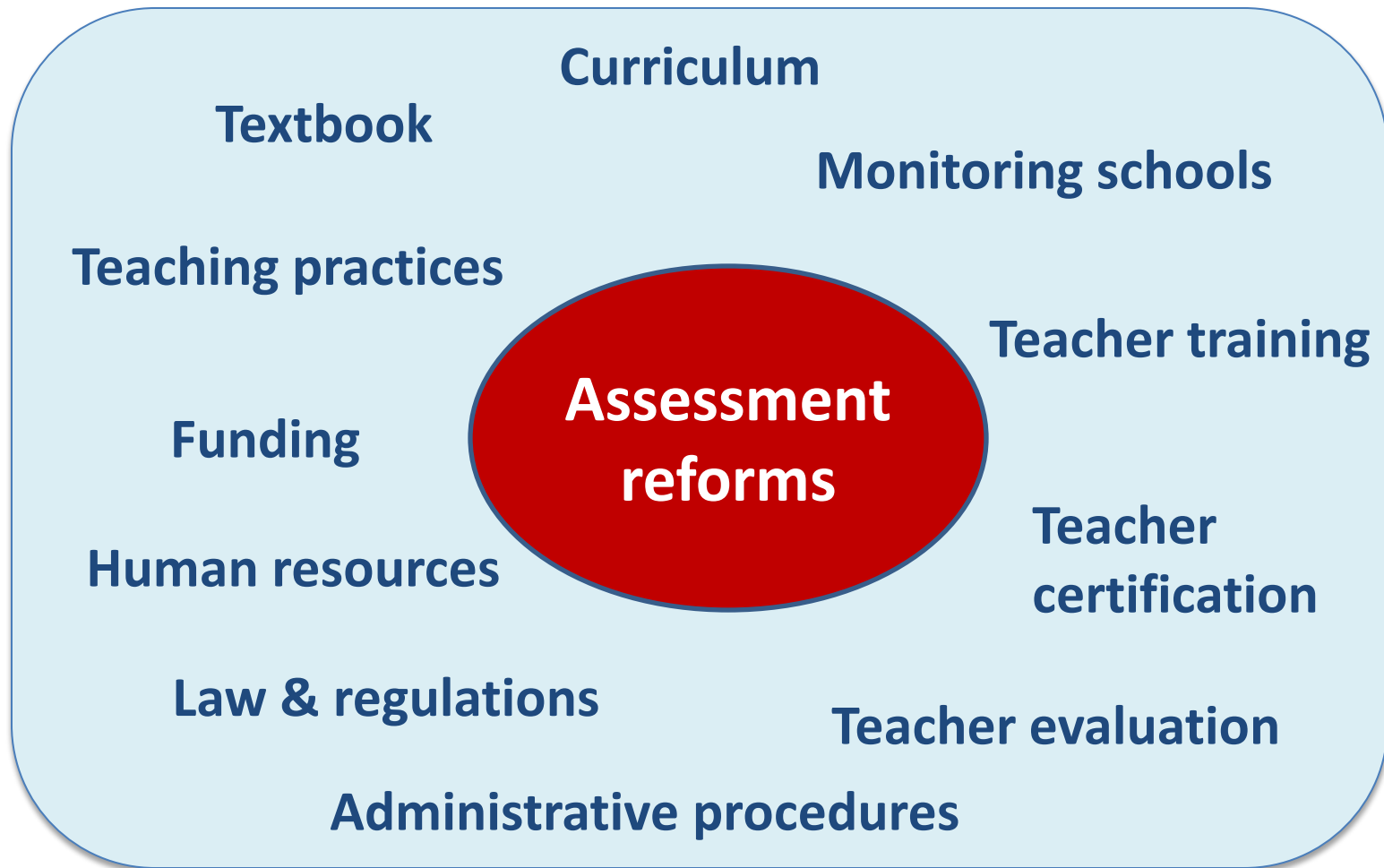
Assessment quality



1. Indicators

2. Development
Levels

Assessment in the broader context



What are READ countries doing?

Priority areas under READ program

ANGOLA

- Design and implement a national large-scale early grade reading assessment
- Develop a plan for national examinations

Priority areas under READ program

ETHIOPIA

- Create policies and procedural frameworks for national assessments, examinations, and school inspection
- Build capacity of staff tasked with carrying out assessment activities

Priority areas under READ program

MOZAMBIQUE

- Conduct “Provinha”, a school-based reading assessment in grade 3
- Design an impact evaluation to measure how current assessments and interventions impact learning outcomes

Priority areas under READ program

ZAMBIA

- Improve the quality of national examinations through extensive training of exam setters and markers in grades 7, 9, and 12
- Perform an IT audit to identify ways to strengthen data storage and reporting
- Conduct training on use of assessment results for standard officers, teachers, and lecturers

How can we move forward?

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Workshop agenda

Session 1

How Can We Ensure Quality in Examination Programs?

Session 2

How Can We Address Inappropriate Behavior in Examination Programs?

Session 3

How Can We Communicate Assessment Information Effectively?

Session 4

How Should We Communicate Assessment Information to Teachers?

Session 5

How Should We Communicate Assessment Information to Parents?

Session 6

What Do We Need to Keep in Mind When Interpreting Student Assessment Results?

Session 7

Reality Check: Planning and Monitoring Assessment Projects