

SESSION 7

Reality Check: Planning and Monitoring Assessment Projects and Sustainability

READ Regional Workshop

Maputo, Mozambique

December 3-5, 2012

Session objectives

- Participants will be able to
 - create realistic planning goals for carrying out assessment activities
 - understand the planning and monitoring tools used for READ program activities



**What is planning in the assessment context?
Why is it important?**

What should be considered when developing a plan for assessment activities?

**Expertise of
local
human
resources**

**Sufficient
staff**

**Time to
complete
activities**

**Financial
resources**

**Access to local
and international
human resources**

**Time to
prepare
activities**

What should be considered when developing a plan for an assessment program?

**Other responsibilities of
individuals involved in the
assessment process**

**National
holidays**

**Key
stakeholder
awareness and
buy-in**

School year

**Infrastructure (buildings,
hardware, software, paper,
communication tools, etc.)**

Activity 1: Identifying planning options: realistic versus non-realistic

- Using Activity Sheet 1, read the scenario and discuss whether the National Large-Scale Assessment plan is realistic, focusing your discussion on the following questions:
 - Is the order of activities appropriate?
 - Are the dates realistic?
 - What resources (fiscal, human, etc.) need to be in place to ensure the completion and success of the activities?
 - What is missing from the plan?
 - Would this plan be applicable to your country?
- Select one team member to share the outcomes of your discussion with the room

Planning and monitoring READ program activities

READ Trust Fund

- \$32 million over 6 years (2008-2014)
- **Objective:** *To help countries improve education quality and their learning outcomes through the design, implementation, and use of robust systems for student assessment*



Main READ Trust Fund

Global-level Work

Program
Coordination

Global
Knowledge
Sharing

SABER
Student
Assessment

SABER
Learning
Standards

Country-level Work

READ
Angola

READ
Armenia

READ
Ethiopia

READ
Kyrgyz
Republic

READ
Mozambique

READ
Tajikistan

READ
Vietnam

READ
Zambia

READ Results Framework

Enabling context

- Clear policies
- Strong leadership
- Regular budget/funds
- Strong organizational structures
- Effective human resources

System alignment

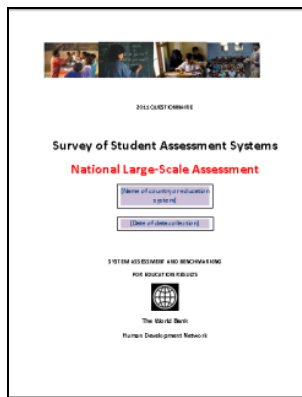
- Alignment with learning goals
- Opportunities to learn about assessment activities

Assessment quality

- Quality assurance
- Effective use of assessment results

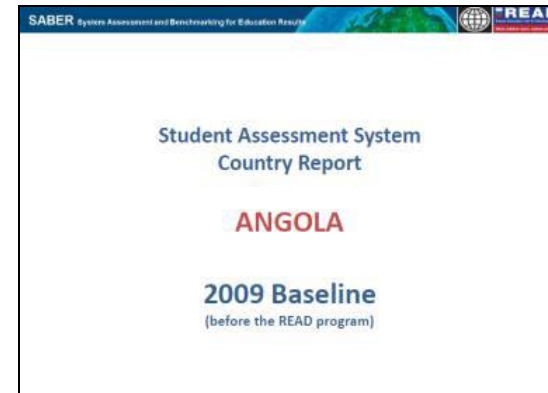
Monitoring and Tracking Progress

- Benchmarking Report



COUNTRY X
Rubric with criteria for judging the development level of
National Large-Scale Assessment (NLSA)

LATENT Absence of, or deviation from, the attribute	EMERGING On way to meeting minimum standard	ESTABLISHED Acceptable minimum standard	CUTTING-EDGE Best practice
Assessment Quality Degree to which the NLSA meets technical standards, is fair and is used as an effective way.			
AQ1 – Ensuring the quality of the NLSA			
(017) The options are offered to include all groups of students in the NLSA. (018) There are age mechanisms in place to ensure the quality of the NLSA. (019) There is age technical report or other documentation about the NLSA.	This option does not apply to this dimension. This option does not apply to this dimension. (013) There is <u>some</u> documentation about the technical aspects of the NLSA, but it is not in a formal report.	(017) All <u>most</u> age options are offered to include all groups of students in the NLSA. (018) There are <u>some</u> mechanisms in place to ensure the quality of the NLSA. (019) There is <u>some</u> technical support but with technical <u>limitations</u> .	(017) <u>All</u> age options are offered to include all groups of students in the NLSA. (018) There is a <u>quality</u> of mechanisms in place to ensure the quality of the NLSA. (019) There is <u>comprehensive</u> high-quality technical support available to the general public.
AQ2 – Ensuring effective uses of the NLSA			
(020) NLSA results are <u>not</u> disseminated. (021) NLSA information is <u>not</u> used or is used in ways <u>inconsistent</u> with the purposes or the technical characteristics of the assessment. (024) There are <u>age</u> mechanisms in place to monitor the consequences of the NLSA.	(020) NLSA results are <u>partially</u> disseminated. This option does not apply to this dimension. This option does not apply to this dimension.	(020) NLSA results are disseminated in an effective way. (021) NLSA results are used by <u>some</u> stakeholder groups in a way that is <u>consistent</u> with the purposes and technical characteristics of the assessment. (024) There are <u>some</u> mechanisms in place to monitor the consequences of the NLSA.	This option does not apply to this dimension. (020) NLSA information is used by <u>all</u> stakeholder groups in a way that is <u>consistent</u> with the purposes and technical characteristics of the assessment. (024) There is a <u>quality</u> of mechanisms in place to monitor the consequences of the NLSA.



- Action Plans
- Forecast of Expected Results

Expected Impact and Results - **Angola**

Date Phase II Funds Received: 12/2010 (Phase II); 12/2012 (Phase III)

Total (Phase I/II/III): \$2,180,277*

Disbursements: **\$1,280,054**

	Latent	Emerging	Established	Advanced
Classroom Assessment		I		
Examinations	I			
NLSA				
ILSA	I			

TABLE 1. Breakdown of Expected Progress in NLSA for Angola, by Indicator Area

		2009 (Before READ)	2014 (After READ)	Expected Progress			
NLSA				Lat.	Eme.	Est.	Adv.
<i>Clear policies</i>	<ul style="list-style-type: none"> • <u>No</u> policy document on NLSA • <u>No</u> plan for NLSA activities 	<ul style="list-style-type: none"> • <u>Formal</u> document that authorizes NLSA activities • <u>Written plan</u> for NLSA activities 	→				
<i>Strong leadership</i>	<ul style="list-style-type: none"> • <u>Indifferent</u> to NLSA activities 	<ul style="list-style-type: none"> • <u>Most</u> stakeholder groups support NLSA activities 	→				
<i>Regular budget/funding</i>	<ul style="list-style-type: none"> • <u>No</u> funding allocated for NLSA 	<ul style="list-style-type: none"> • <u>Regular</u> funding allocated for NLSA • Funding covers <u>some</u> core NLSA activities such as design, administration, analysis and reporting 	→				
<i>Strong organizational structures</i>	<ul style="list-style-type: none"> • <u>No</u> NLSA office, ad hoc unit, or team 	<ul style="list-style-type: none"> • NLSA office a permanent unit within the Ministry of Education 	→				
<i>Effective human resources</i>	<ul style="list-style-type: none"> • <u>No</u> staff allocated for NLSA activities • <u>No</u> opportunities for individuals to prepare to work on NLSA 	<ul style="list-style-type: none"> • <u>Staff</u> assigned to work specifically on NLSA • <u>Some</u> opportunities for individuals to prepare to work on NLSA 	→				
<i>Alignment with learning goals</i>	<ul style="list-style-type: none"> • <u>No</u> NLSA based on curriculum and/or learning standards • <u>No</u> mechanisms in place to ensure the NLSA accurately measures what it is supposed to measure 	<ul style="list-style-type: none"> • NLSA measures performance against curriculum and/or learning standards • What the NLSA measures largely accepted by <u>all</u> stakeholder groups • <u>Ad hoc</u> reviews of the NLSA in place to ensure that it measures what it is intended to measure 	→				
<i>Opportunities to learn about the NLSA</i>	<ul style="list-style-type: none"> • <u>No</u> courses or workshops on NLSA 	<ul style="list-style-type: none"> • <u>Occasional</u> courses or workshops on NLSA 	→				
<i>Quality assurance</i>	<ul style="list-style-type: none"> • <u>No</u> mechanisms in place to ensure quality 	<ul style="list-style-type: none"> • <u>Some</u> mechanisms in place to ensure quality 	→				
<i>Effective use of results</i>	<ul style="list-style-type: none"> • <u>No</u> NLSA results or information 	<ul style="list-style-type: none"> • NLSA <u>results disseminated</u> in an effective way • Results used by <u>some</u> stakeholder groups in a way consistent with the purposes of the assessment 	→				

Expected Impact and Results - Ethiopia

Date Phase II Funds Received: 9/2011

Total (Phase I/II): \$1,089,705

Disbursements: **\$407,617**

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations		→		
NLSA		→		
ILSA				

TABLE 3. Breakdown of Expected Progress in Examinations and NLSA for Ethiopia, by Indicator Area*

2009 (Before READ)		2014 (After READ)		Expected Progress			
				Lat.	Eme.	Est.	Adv.
Examinations							
Clear policies	<ul style="list-style-type: none"> No specific policy document Current policy document addresses only <u>some</u> aspects of the examination 	<ul style="list-style-type: none"> Formal policy document publicly available Policy document addresses all key aspects of the examination 			→		
Strong organizational structures	<ul style="list-style-type: none"> Office going through a reorganization <u>Some</u> of the required facilities 	<ul style="list-style-type: none"> Office formally part of the autonomous National Agency for Educational Assessment and Examinations All of the required facilities (equipment and software) 			→		
Effective human resources	<ul style="list-style-type: none"> Office adequately staffed with <u>minimal</u> issues 	<ul style="list-style-type: none"> Office adequately staffed with <u>no</u> issues 			→		
Quality assurance	<ul style="list-style-type: none"> <u>Some</u> technical documentation exists 	<ul style="list-style-type: none"> <u>Comprehensive</u> technical report available 			→		
NLSA							
Clear policies	<ul style="list-style-type: none"> <u>No</u> policy document on NLSA 	<ul style="list-style-type: none"> Formal policy document publicly available Written plan for future activities 			→		
Regular budget	<ul style="list-style-type: none"> Irregular funding Funding covers <u>some</u> core activities 	<ul style="list-style-type: none"> Regular funding Funding covers <u>all</u> core activities 			→		
Strong organizational structures	<ul style="list-style-type: none"> Office a temporary group of people Not accountable to a clearly recognized body 	<ul style="list-style-type: none"> Office permanent part of the autonomous National Agency for Educational Assessment and Examinations <u>Accountable</u> to a clearly recognized body 			→		
Effective human resources	<ul style="list-style-type: none"> Office <u>inadequately</u> staffed 	<ul style="list-style-type: none"> Office <u>adequately</u> staffed with core team of trained staff 			→		
Quality assurance	<ul style="list-style-type: none"> <u>Some</u> technical documentation exists 	<ul style="list-style-type: none"> <u>Comprehensive</u> technical report available 			→		
Effective use of results	<ul style="list-style-type: none"> Results <u>poorly</u> disseminated 	<ul style="list-style-type: none"> Results disseminated <u>effectively</u> 			→		

Expected Impact and Results - Mozambique

Date Phase II Funds Received: 5/2011

Total (Phase I/II): \$2,425,000

Disbursements: \$1,223,065

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations				
NLSA				
ILSA				

TABLE 5. Breakdown of Expected Progress in Classroom Assessment, Examinations, and NLSA for Mozambique, by Indicator Area

		2009 (Before READ)	2014 (After READ)	Expected Progress			
				Lat.	Eme.	Est.	Adv.
Classroom Assessment							
<i>Alignment with system learning goals</i>	<ul style="list-style-type: none"> • <u>Scarce</u> system-wide resources for teachers for classroom assessment • Official curriculum specifies what students are expected to learn but the level of performance required is <u>unclear</u> 	<ul style="list-style-type: none"> • <u>Some</u> system-wide resources for teachers on classroom assessment • Official curriculum specifies what students are expected to learn <u>and</u> the expected level of performance required is <u>clear</u> 					
<i>Effective human resources</i>	<ul style="list-style-type: none"> • <u>No</u> system-level mechanisms to ensure teachers develop skills in classroom assessment 	<ul style="list-style-type: none"> • <u>Some</u> system-level mechanisms to ensure teachers develop skills in classroom assessment 					
<i>Quality assurance</i>	<ul style="list-style-type: none"> • Classroom assessment practices known to have <u>widespread weaknesses</u> 	<ul style="list-style-type: none"> • Classroom assessment practices <u>weak</u> but improving 					
<i>Effective uses of classroom assessment</i>	<ul style="list-style-type: none"> • <u>Limited</u> use of classroom assessment 	<ul style="list-style-type: none"> • Adequate required uses of classroom assessment to support student learning 					
Examinations							
<i>Strong organizational structures</i>	<ul style="list-style-type: none"> • Examination office <u>not</u> accountable to an external board/agency • Office only has <u>some</u> of the required facilities to carry out the examination 	<ul style="list-style-type: none"> • Examination office <u>accountable</u> to an external board/agency • Office has <u>improved</u> facilities to carry out the examination (new servers, data scanning technology) 					
<i>Effective human resources</i>	<ul style="list-style-type: none"> • Examinations office staff <u>inadequately</u> trained and issues <u>pervasive</u> • <u>No</u> opportunities available to prepare for work on the examination 	<ul style="list-style-type: none"> • As a result of training, office staff <u>adequately</u> trained and able to carry out examinations with <u>minimal</u> issues • <u>Some</u> opportunities available to prepare for work on the examination 					
<i>Quality assurance</i>	<ul style="list-style-type: none"> • <u>Limited</u> systematic mechanisms to ensure the quality of the examination 	<ul style="list-style-type: none"> • <u>More</u> systematic mechanisms in place to ensure quality of the examination 					
<i>Fair use of results</i>	<ul style="list-style-type: none"> • Student names and results <u>public</u> 	<ul style="list-style-type: none"> • Student names and results <u>confidential</u> 					

2009 (Before READ)

2014 (After READ)

Expected Progress

NLSA




<p><i>Clear policies</i></p>	<ul style="list-style-type: none"> • <u>No</u> policy document for NLSA • <u>No</u> plan for NLSA 	<ul style="list-style-type: none"> • <u>Informal or draft</u> policy document that authorizes NLSA • <u>General understanding</u> that NLSA will take place 				
<p><i>Strong leadership</i></p>	<ul style="list-style-type: none"> • All stakeholder groups strongly oppose or <u>indifferent</u> to NLSA 	<ul style="list-style-type: none"> • <u>Most</u> stakeholder groups support NLSA 				
<p><i>Regular budget</i></p>	<ul style="list-style-type: none"> • <u>No</u> funding allocated to NLSA 	<ul style="list-style-type: none"> • <u>Irregular</u> funding allocated to NLSA 				
<p><i>Strong organizational structures</i></p>	<ul style="list-style-type: none"> • <u>Temporary</u> group of people tasked with NLSA • <u>Not</u> accountable to a clearly recognized body 	<ul style="list-style-type: none"> • NLSA <u>permanently</u> tasked to INDE unit within the Ministry of Education • <u>Accountable</u> to a clearly recognized body 				
<p><i>Effective human resources</i></p>	<ul style="list-style-type: none"> • Office <u>inadequately</u> staffed 	<ul style="list-style-type: none"> • Office <u>adequately</u> staffed with core team of trained staff 				

Expected Impact and Results – Zambia

Date Phase II Funds Received: 9/2010

Total (Phase I/II): \$2,350,242

Disbursements: **\$1,485,512**

	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations				
NLSA				
ILSA				

October 31, 2014

Months: 22

Days: 694

Hours: 16675



- *Does your country have a clear plan for moving forward?*
- *What activities have already taken place and what activities remain?*
- *What are the immediate next steps?*

Issues to consider

Issues to consider

- Was a plan developed for the assessment activities?
- Was the plan realistic?
- Does the plan specify activities, responsible parties, timeline, and deliverables?