



# READ in Action

## Trust Fund Program Highlights and Results Framework (2009-2014)



# Measuring for Success

## The role of assessment in achieving learning goals

4<sup>th</sup> READ Global Conference | May 12–16 2014 | St. Petersburg | Russian Federation

# **Global-level Achievements**

# SABER-Student Assessment:

## Framework, Questionnaires, Rubrics and Country Reports

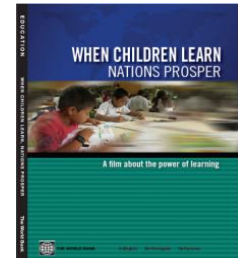
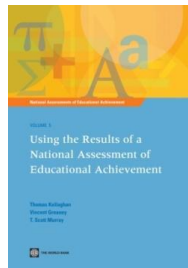
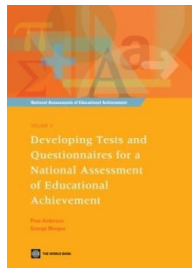
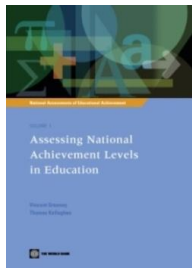
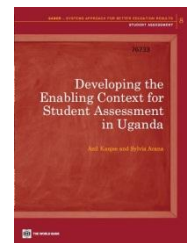
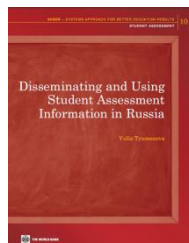
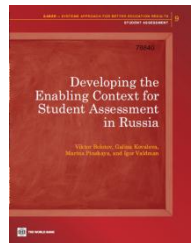
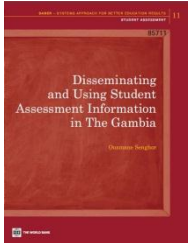
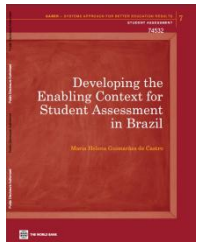
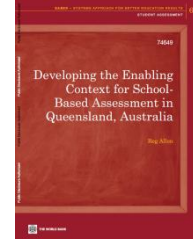
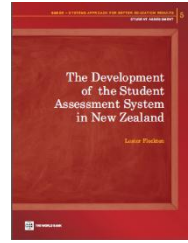
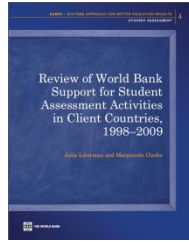
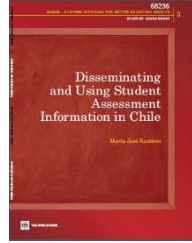
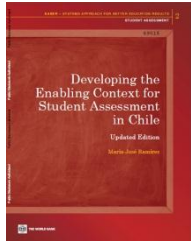
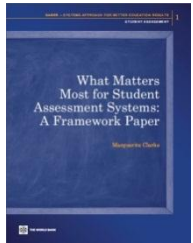


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**54 Countries Have Participated in  
SABER-Student Assessment Activities**

# Knowledge Products on Assessment Topics



**Over 4,500 print copies of the READ Working Papers and 1,300 print copies of volumes of the National Assessments of Educational Achievement have been disseminated (Also available in Russian and Portuguese)**





# Partnerships and Training Events:

## Over 2,000 People Have Received Training on the SABER-Student Assessment Tools



# Country-level Achievements

# 5 new national-level assessment policies





# 8 new/adapted testing instruments developed

A young girl with dark skin and short, curly hair is sitting on a light-colored, polished floor. She is wearing a green short-sleeved shirt with a blue and white pattern and an orange skirt with a white lace-like pattern. She is leaning forward, focused on writing on a white sheet of paper with a red pencil. In the background, several other children are sitting on the floor, also working on papers. The room has a simple, slightly worn wall in the background.

(i.e., EGRA, Provinha, School Leaving Examinations, National Assessments, ICT Literacy Test, Unified University Entrance Examination)



**More than 5,000 professionals  
trained in assessment**





13 formal training courses  
on assessment being  
developed



# Results Framework and Key Indicators

## **ENABLING CONTEXT (EC)**

EC1—Setting clear policies

EC2—Having strong leadership

EC3—Having regular budget/funds for assessment activities

EC4—Having strong organizational structures

EC5—Having effective human resources

## **SYSTEM ALIGNMENT (SA)**

SA1—Aligning the assessment with learning goals

SA2—Providing opportunities to learn about assessment activities

## **ASSESSMENT QUALITY (AQ)**

AQ1—Ensuring quality

AQ2—Ensuring effective use of assessment results



# Key to Interpreting Tables

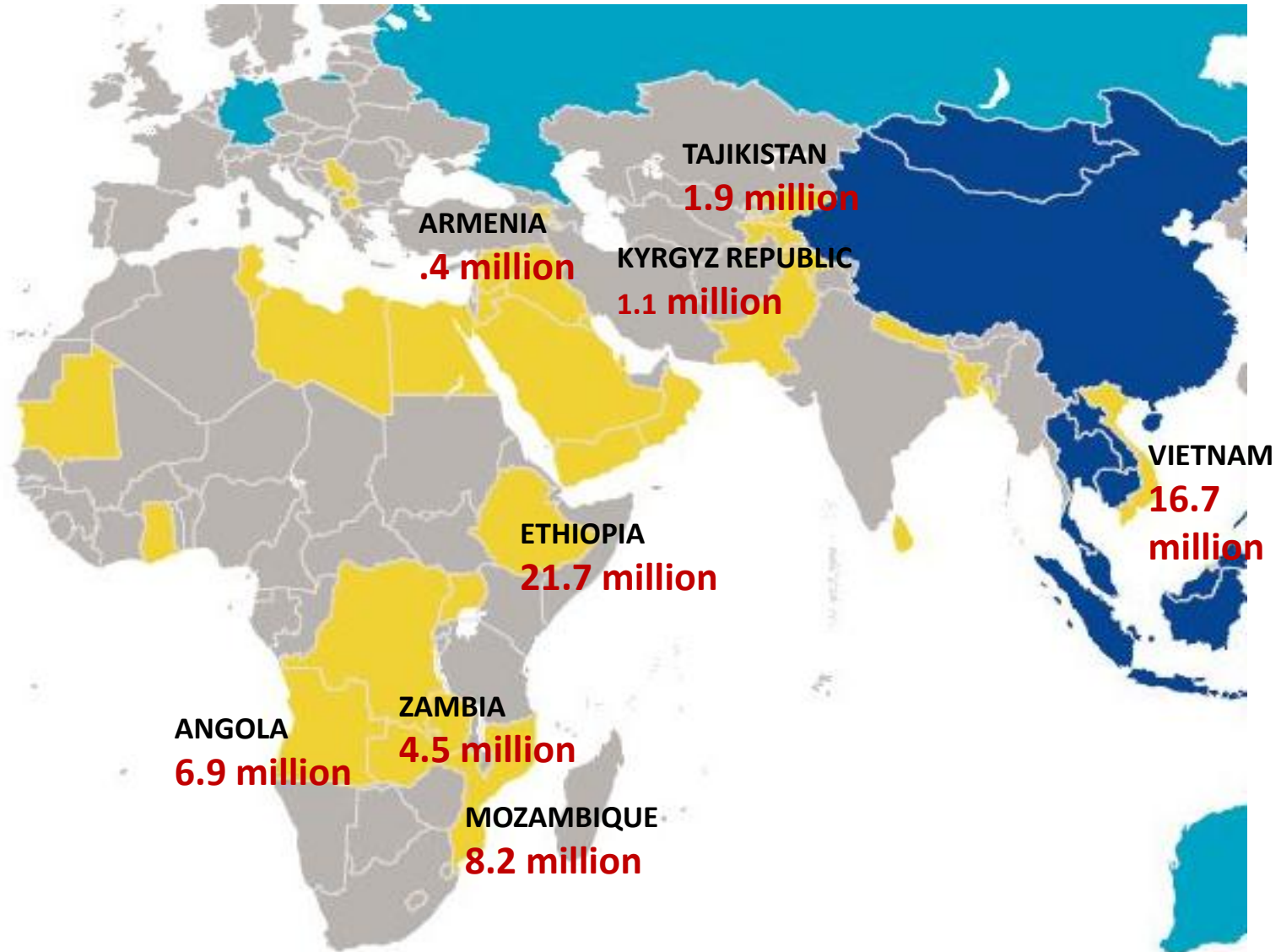
	Latent	Emerging	Established	Advanced
Classroom Assessment				
Examinations		→		
National Large-Scale Assessment (NLSA)		→→→→→		
International Large-Scale Assessment (ILSA)				

The black vertical line for each assessment type represents the baseline level of development established at the beginning of the program. No arrow means that this assessment type is not a current area of activity in the country's action plan.

The yellow arrow for each assessment type represents the activities that have been implemented to date and the corresponding amount of progress according to the key indicators outlined in the benchmarking tool.

# READ Trust Fund Supported Countries:

School age populations (primary and secondary school students)







**OVER 61 MILLION CHILDREN**



# The Post-2015 Millennium Development Goals: Possible Learning Goal and the Role of Assessment

