



Measuring for Success

The role of assessment in achieving learning goals

4th READ Global Conference | May 12–14 2014 | St. Petersburg | Russian Federation

Technical Workshop on Classroom Assessment May 15–16, 2014

The 4th READ Global Conference will take place from May 12-16 at the Corinthia Hotel in St. Petersburg, Russia. Participants at the 2014 conference will include delegates from the eight countries receiving support under the READ Trust Fund program, Russian policymakers and experts, World Bank staff, and international experts in the areas of assessment and learning. The main conference proceedings will take place from May 12–14. The remainder of the week (May 15–16) will be devoted to technical training workshops for the READ country teams. Two workshop options will be available. One will focus on large-scale assessment; the other on classroom assessment.

Workshop Dates

The workshop on classroom assessment will take place after the main conference proceedings and will run for two full days, from 9:00 am to 5:00 pm on May 15–16, 2014.

Workshop Objectives

The workshop will address best practices in classroom assessment and formative assessment techniques, and how to train teachers in these practices.

By the end of the workshop, participants should be able to:

- Understand the importance of classroom assessment.
- Identify key elements to take into account in classroom assessment projects/reforms.
- Evaluate classroom assessment interventions.
- Design classroom assessment interventions (including pre- and in-service teacher training) that are relevant to their country contexts.

Participants

Workshop participants will primarily be delegates from the eight READ country teams. Workshop capacity is up to 30 people.

Workshop Topics

The workshop will address the following topics:

1. Why classroom assessment is important: evidence linking classroom assessment with student performance.
2. Issues in classroom assessment: Typical problems encountered in classroom assessment practices (e.g., poor quality assessments, focus on lower order cognitive skills, poor feedback to students).
3. Best practices in classroom assessment: Country examples (e.g., Scotland, Finland, Singapore).
4. How classroom assessment relates to other components of the school system: learning standards and the curriculum, teacher training, supervision, Education Management Information System (EMIS).
5. How to ensure the quality of classroom assessment practices: quality assurance mechanisms (e.g., supervision, moderation).
6. How to introduce reforms in classroom assessments: improving alignment with learning standards, the curriculum, and textbooks, improving teacher training programs, supervision.
7. Uses of classroom assessment information: uses for improving teaching and learning, scoring/grading student work, administrative/bureaucratic uses, students' report cards, EMIS.
8. Design, implementation, reporting and uses in classroom assessment projects.

Languages

The workshop will be delivered in English, with simultaneous translation into Portuguese.

Workshop Leader

The workshop program is being planned and delivered by Dr. Yeap Ban Har, Principal of the Marshall Cavendish Institute, a global teacher professional development institute, and Director of Curriculum and Professional Development at the Pathlight School (Singapore), an autism-oriented school.