Roadmap for Building an Effective Assessment System

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READ Technical Group
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Our starting point

• Importance of student learning for reducing poverty and increasing economic growth

Assessment as key input for improving student learning
Our goal

• To build an effective assessment system as a core component of a results-based education system
How to get there?

• Building an effective assessment system is a journey…moving from emerging to more mature structures and activities
We need a roadmap

• …one that is based on evidence and best practice
## Assessment types/functions

<table>
<thead>
<tr>
<th>Classroom assessment</th>
<th>Examinations</th>
<th>Assessment surveys</th>
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<tbody>
<tr>
<td>• Provide ‘real-time’ information for improving teaching and learning</td>
<td>• Provide standardized information for making decisions about student admission, promotion or graduation/certification</td>
<td>• Provide system-level information on student learning levels and related factors</td>
</tr>
</tbody>
</table>
# Quality dimensions

## Enabling environment
- Policies
- Organizational structures
- Resources

## Integration with broader education system
- Alignment with curriculum and learning goals
- Link into policy and teaching

## Technical quality of instruments
- Design, administration, analysis, use
Roadmap

Assessment types/functions

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Self-diagnostic
Self-diagnostic goal

• At the end of this exercise, a country will have a better understanding of its **current status and key needs** in relation to:
  
  – Enabling environment for assessment
  – Integration of assessment with broader education system
  – Technical quality of assessment instruments
Self-diagnostic activities

1. Create country team and finalize TORs
2. Collect basic information on education system
3. Collect and evaluate data on
   – Enabling environment for assessment
   – Integration of assessment with broader education system
   – Technical quality of assessment instruments
4. Report and discuss findings
How to use the results

• Use the results of the self-diagnostic to figure out where you are in your journey and where you want to go
### Stages in journey

<table>
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<th>Stages</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>• Enabling environment, system integration and instrument quality are emerging</td>
</tr>
<tr>
<td>Established</td>
<td>• Enabling environment, system integration and instrument quality are established</td>
</tr>
<tr>
<td>Mature</td>
<td>• Enabling environment, system integration and instrument quality are mature</td>
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# Stages in journey - **EMERGING**

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<th>Instrument quality</th>
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| • No or limited policy framework  
• Few trained staff; high turnover  
• Unreliable funding  
• Unclear institutional structures/arrangements | • Assessments not fully aligned with learning goals  
• Assessments out of sync with reforms in other areas  
• Limited use of results | • Limited awareness of technical standards |

*Example: Mongolia*
## Stages in journey - ESTABLISHED

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<th>Instrument quality</th>
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| - Presence of policy framework  
- Training programs/trained staff with low turnover  
- Stable funding  
- Clear institutional structures/arrangements  
- Assessments aligned with learning goals  
- Assessments in sync with reforms in other areas  
- Systematic use of results to inform policy and practice  
- Awareness and application of technical standards  |

*Example: Ireland*
Enabling environment
System integration
Instrument quality

• Attributes of ESTABLISHED assessment system

+ Strong focus on:

• Assessment for learning
• Classroom-based assessment
• Role of teachers
• Innovation and research-based practices

Example: New Zealand
Conclusions

• Roadmap shows you where you are and where you want to go
• You decide how to get to your destination and how long you will take
• The measure of success is an assessment system that contributes to higher levels of student learning