Russia Education Aid for Development (READ)
Kyrgyz Republic

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Assessment of learning achievements in Kyrgyzstan: current status and prospects
Where we are now
(re. educational objectives)

At present:

- traditional assessment (a 5-point system)
- National Testing Center under the KR MoES
- independent assessments – NT
- Periodical international and national studies (PISA, NALA)
Where we are now
(re. educational objectives)

The current assessment system:
- mainly assesses students’ knowledge
- a 5-point scale is employed
- formal approach: emphasis on the number of top performers and winners of students’ contests (“olimpyads”)
- assessment is a means of reward, control and punishment
- assessment does not fully contribute to the development of responsible students’ attitude toward their education
Where we are now (re. educational objectives)

National Testing Center:
- graduates are tested in 8 subjects
- mastery of the material presented in the curriculum is checked
- voluntary
- test outcomes disregarded by universities
National Testing

Advantages
- independent entity
- voluntary
- budget-sponsored slots at universities are assigned on the basis of the NT outcomes (high credibility, reduced corruption)

Disadvantages:
- emphasis on logical thinking
- weak link with curricula
- encourages “crossword-type” thinking
PISA vs. NALA

PISA 2006, 2009
- math, science and functional literacy were checked against international standards
- ranked 57th among participating countries

National Assessment of Learning Achievements (NALA) 2007, 2009
- compliance with national standards
- poor performance as well
Approaches to education quality assessment:

Quality corresponding to:
- cost of education
- educational standards
- consumers’ expectations
Product quality assessment evolution

Stages:

5. Attempts at standardization - 1990-es till present day
Where we are now
(re. educational objectives)

Kyrgyzstan intends to reach a new level of assessment:

- 2 out of 7 regions piloted new approaches to assessment (diagnostic, formative, summative)
- A new system of graduation exams has been designed and tested.

Assessment capacity has been developed (50 trainers in formative assessment, 70 designers of new generation tests, 525 tests aimed at identifying students’ competences)
Our targets

Relevant issues:

- design a new regulatory framework for the new assessment system
- capacity-building in assessment
- research in assessment
- Set up an independent service (agency, center, department) to do assessment
- capacity enhancement for managers, teachers
Our targets
(re. educational objectives)

Assessment becomes a unified coherent SYSTEM aimed at improving the QUALITY of education
Problems along the way

- Lack of understanding: assessment is not regarded as a tool to measure and improve quality
- Lack of a strategy allowing to review and implement new assessment techniques at the national level
- Training and retraining of teachers do not correspond to the vision of a new education system
A Question for Discussion

How to come up with a new assessment system that would reflect new educational objectives?

- Content of assessment
- Assessment institutions
- Experts arranging and doing assessment
- Assessment management bodies