

Using Student Assessment Results for Education Quality and Systems Strengthening



CASE STUDY

*Uses of Assessment Information to Support Student Learning in **Jordan***

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General Overview of Jordan and its Education System

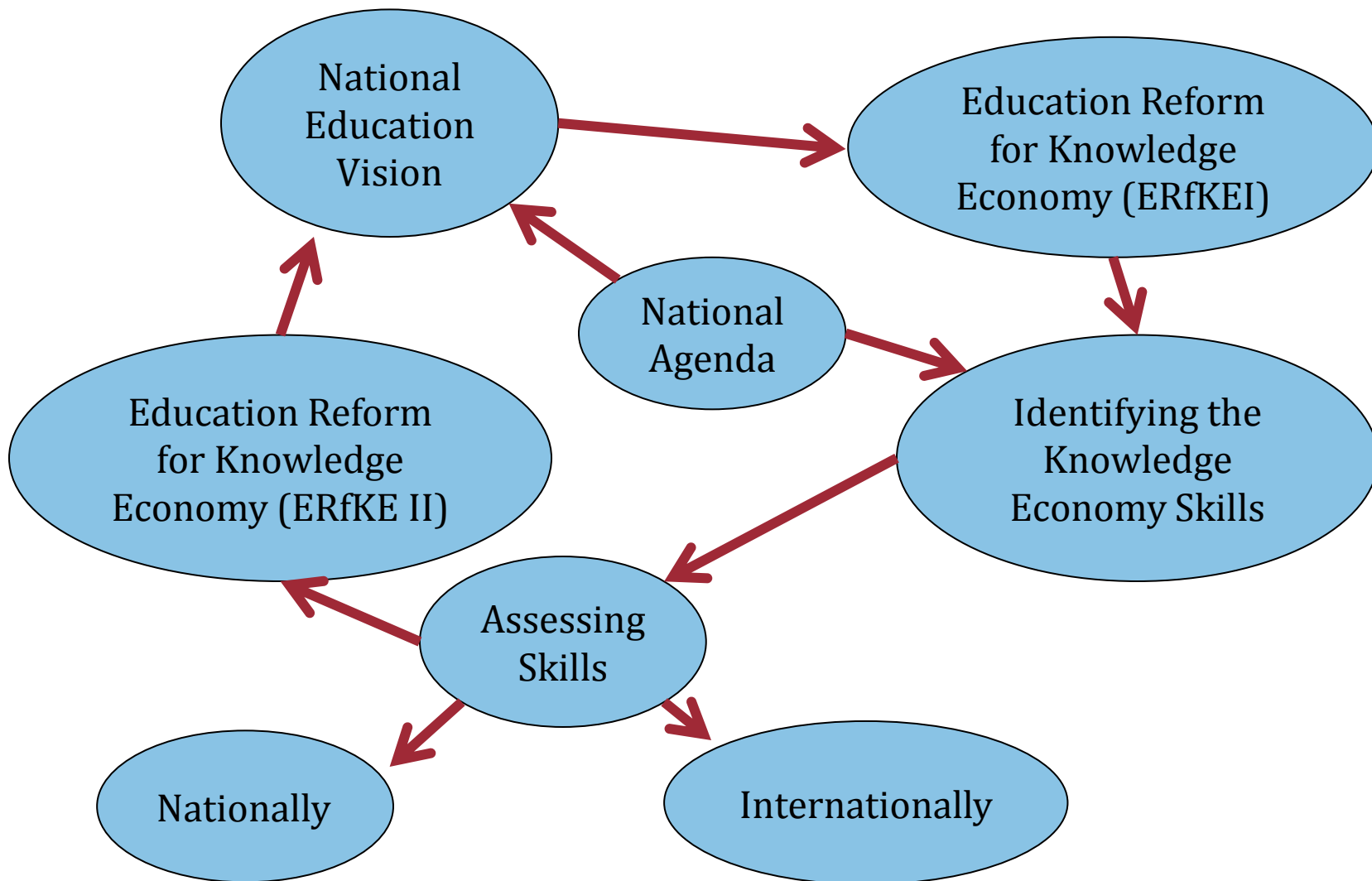


General Overview of Jordan and its Education System (Cont.)

INDICATOR	VALUE
Gross enrollment ratio in basic stage	99%
Gross enrollment rate in Kindergartens	42%
Literacy rate (Age 15-24)	99.10%
Literacy Rate (Age 15+)	92.8%
Survival rate up to 5 th grade	99.2%
Drop out rates in basic education stage (national stage)	0.3%
Percent of grade 4 students who master the basic education competencies	
Arabic	63%
Math	52%
Percentage of students in Rented Schools	10.9% MOE
Percentage of students in Double-shift schools	11.3% MOE
Percentage of current expenditures on education out of Gross Domestic Product (GDP)	4.4%

Student Assessment Activities in Jordan

A schematic overview of the interconnectedness of assessment with the education reform in Jordan



Student Assessment Activities in Jordan

- ***National Large Scale Assessment***
 - ✦ National Study to Asses the Quality of Education
 - ✦ National Assessment for Knowledge Economy (NAfKE)
- ***Large Scale International Studies***
 - ✦ *TIMSS*
 - ✦ *PISA*
- ***Classroom Assessment***

National Large Scale Assessment

1. National Study to Assess the Quality of Education

- Overview
- Achievement Levels

2. NAFKE

- Overview
- Achievement Levels

Large Scale International Studies: PISA and TIMSS

Overview

Example: Jordan's Rank in the TIMSS study and Average Students Scores (in parenthesis)

Year	Science	Math
1999	30/38 (450)	33/38 (428)
2003	26/46 (475)	33/46 (424)
2007	21/50 (482)	31/50 (427)

Classroom Assessment

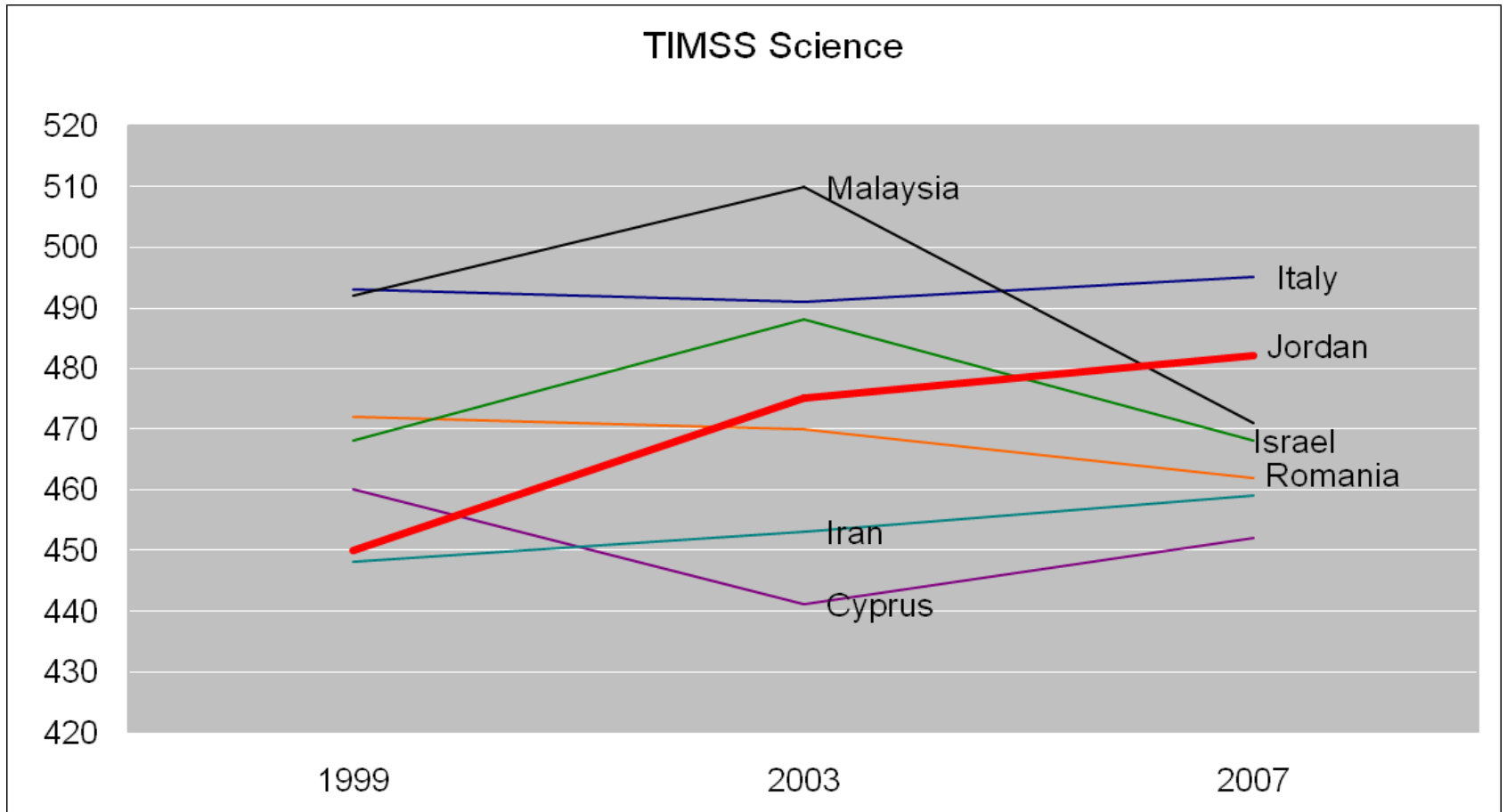
- Assessment in G1-11
- Assessment in G12 (Tawjihi Exam)

Focus and Key Questions for this Case Study

1. How are large scale national and international and classroom assessment information used to support student learning in Jordan?
2. How have the uses changed over time?
3. What were the mechanisms and drivers that allowed for those changes?

Use of Results

Example



Uses of Students Assessment Information

- 1. Knowing the learning levels of students**
 - Knowing whether the Jordanian students learning outcomes are improving and why and why not?
 - Knowing if Jordanian students are acquiring the knowledge economy skills as identified in the national education strategy

- 2. Monitoring the impact of reform**
 - Used as baselines to test the education reform Programs
 - Diagnosis of the education system

- 3. Providing feedback to schools and teachers to improve pedagogy and learning.**

How have the uses changed over time?

- Large Scale Studies
- Classroom Assessment

Drivers that allowed for changes in Assessment

- Education Reform-knowledge economy
- National Agenda (Jordan's vision to leverage the human capital base)
- Donors
- Ministry of Education Leadership

Lessons Learned

- When using assessments, it is very important to know what are the purposes-what is to be assessed? The education system, students' skills, effectiveness, etc...
- One of the strengths in the Jordanian assessment system is having an external body, the NCHRD, that is entrusted with managing most of the assessments.
- The participation in international studies and assessments is critical to validate the results generated from National studies/assessments
- Until now results are not used as an accountability mechanism in Jordan
- Several training programs for teachers are built based on the assessment results
- Curriculum is going through a fine tuning process based on the assessment results.
- Conducting an Annual Census study is too cost when knowing that the results of the national study are not fully utilized. However, the current study provides information on all schools and provides a golden opportunity for decision makers to analyze and use these findings.

Recommendations

- It is very critical to use assessment to closely monitor students learning outcomes and the effectiveness of reform programs.
- Work with the field directorates/school district to make sure they are using the assessment results to monitor students progress.
- There has to be some enforcement on the schools to use and learn from the findings of the assessments.
- There is a need for an Independent national entity for exams/assessments that will freely function and is not subject to any political pressure.
- Not to overload teachers with so many assessment strategies.

In Conclusion: There is so much data obtained through the national and international large scale studies in Jordan. However, their use is still very limited for policy and decision making nor are they used to reward high performing schools/teachers or impose sanctions on low performing schools/teachers.

Thank you
Спасибо
Agradecido

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