

Using Student Assessment Results for Education Quality and Systems Strengthening



READ Kyrgyz Republic

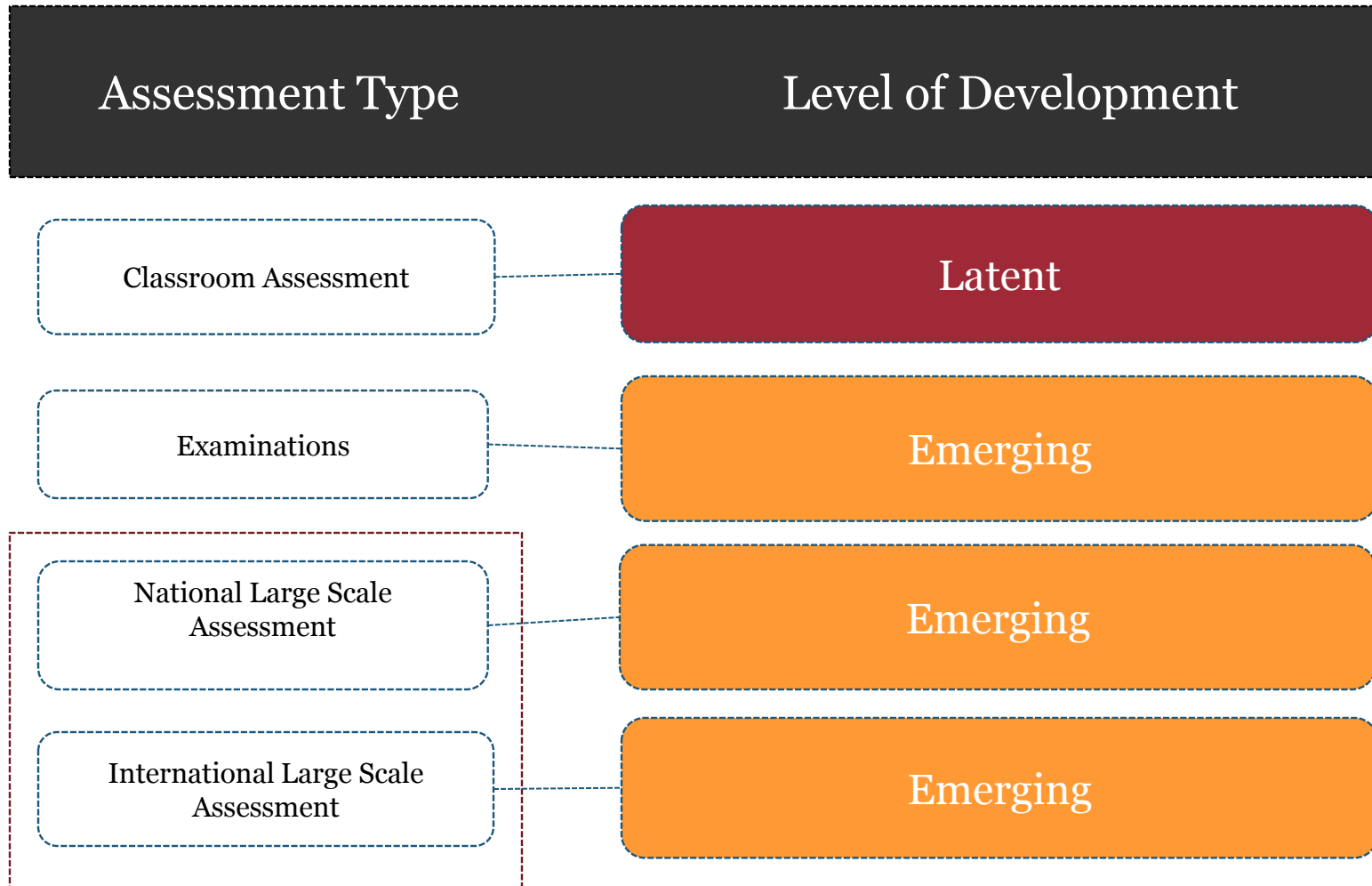
ESCHBORN, GERMANY – OCTOBER 25, 2011



SABER Student Assessment System

Benchmarking Results – Kyrgyz Republic

(Baseline 2009, Pre-READ)





Assessment type(s) working on with READ Funds

•Classroom Assessment

1. *Formative and Summative Classroom Assessment*
2. *Monitoring of Students Achievements Through Self Assessment*

•Examinations

- *National Standardized School Leaving Examination*



READ Results Framework: Priority Areas for the Kyrgyz Republic

Enabling Context

EC1 – Setting clear policies

EC2 – Having strong leadership

EC3 – Having regular budget/funds for assessment

EC4 – Having strong organizational structures

EC5 – Having effective human resources

System Alignment

SA1 – Aligning the assessment with learning goals

SA2 – Providing opportunities to learn about assessment activities

Assessment Quality

AQ1 – Ensuring quality

AQ2 – Ensuring effective use of assessment results



Recent Achievements for READ Kyrgyz Republic (October 2010 until Present)

Indicator	Activity Description/Date	Output/Outcome
EC1	In-Country Clinic. June 24, 2011	Priority areas in assessment are identified
EC4	Functional analysis of the EAU and the National Testing Center (NTC)	Facilitating institutionalization and rationalization of the assessment systems in the country
EC5	<p>A study visit to CITO, Netherlands for Kyrgyz Republic key learning assessment stakeholders /April, 2011</p> <p>Training of 7 key assessment specialists of Kyrgyz Academy of Education (KAE) and Ministry of Education and Science in Moscow/June, September 2011</p>	Capacity building of key assessment staff through learning opportunities provided within study tours and trainings
AQ1, AQ2	Secondary analysis of the results of the PISA 2006/2009 and the National Sample Based Assessment (NSBA) 2007 and 2009	Analysis documented and available for use; Evidence for further strategic decision-making

Expected Achievements for READ Kyrgyz Republic (January 2012 thru October 2014)

Indicator	Activity Description	Output/Outcome
EC1	Development of regulations on school leaving examination, classroom assessment and regular school based monitoring	Evidence (examination model, regulations, recommendations) for further strategic decision-making
EC2	Training of education authorities on classroom assessment and regular school based monitoring	Clear understanding of the nature of classroom assessment and regular school based monitoring and readiness for further implementation
EC4	<p>EAU of KAE, NTC are trained and have practice in classroom assessment, monitoring of students achievements, and school leaving examination</p> <p>EAU of KAE, NTC are equipped with relevant programs and software</p>	The EAU of KAE and the NTC as key assessment institutions are empowered to carry out assessment activities (training materials on assessments, trained specialists)

Expected Achievements for READ Kyrgyz Republic (cont.)

(January 2012 thru October 2014)

Indicator(s)	Activity Description	Output/Outcome
EC5	<ul style="list-style-type: none"> • Training of 10 000 primary (1-4) school teachers on classroom assessment; • Training of specialists on development of tools to measure learning achievements; • Piloting of improved school leaving examination 	Human resources are strengthened



Expected Achievements for READ Kyrgyz Republic (cont.)

(January 2012 thru October 2014)

Indicator	Activity Description	Output/Outcome
SA1	Extended piloting of a new model of leaving examination for grade 11	A new model for school leaving examination for grade 11 tested and results are available for decision making
SA2	Disseminating key findings on classroom assessment, school leaving examination for grade 11, school based monitoring of students' learning achievements	Findings disseminated and discussed for policy decision purposes
SA2	Developing in-service and pre-service teacher training programs on classroom assessment for teachers and relevant institutions	Learning opportunities about classroom assessment provided for teachers and training institutions

Expected Achievements for READ Kyrgyz Republic (cont.)

(January 2012 thru October 2014)

Indicator	Activity Description	Output/Outcome
AQ1	<ul style="list-style-type: none"> •Developing instruments to measure learning achievements for classroom, school based monitoring and school leaving examination •Developing and piloting a new marking scheme in primary school 	<p>Instruments of satisfactory quality to measure learning achievements are available for use</p> <p>A new marking scheme is available for strategic decisions</p>
AQ2	Disseminating and discussing the findings of all assessment activities	Ensuring appropriate utilization of key findings for corrective and/or preventive policy decision-making

Implementation Challenges/Issues for the **Kyrgyz Republic**

- Insufficient technical capacity of key assessment institutions to:
 - design learning assessment instruments
 - process massive amount of data in a timely fashion and
 - carry out analysis of the assessment results
- Possible resistance to changes from teachers and students
- Political instability may cause implementation delays

THANK YOU!



QUESTIONS?

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