

# Using Student Assessment Results for Education Quality and Systems Strengthening



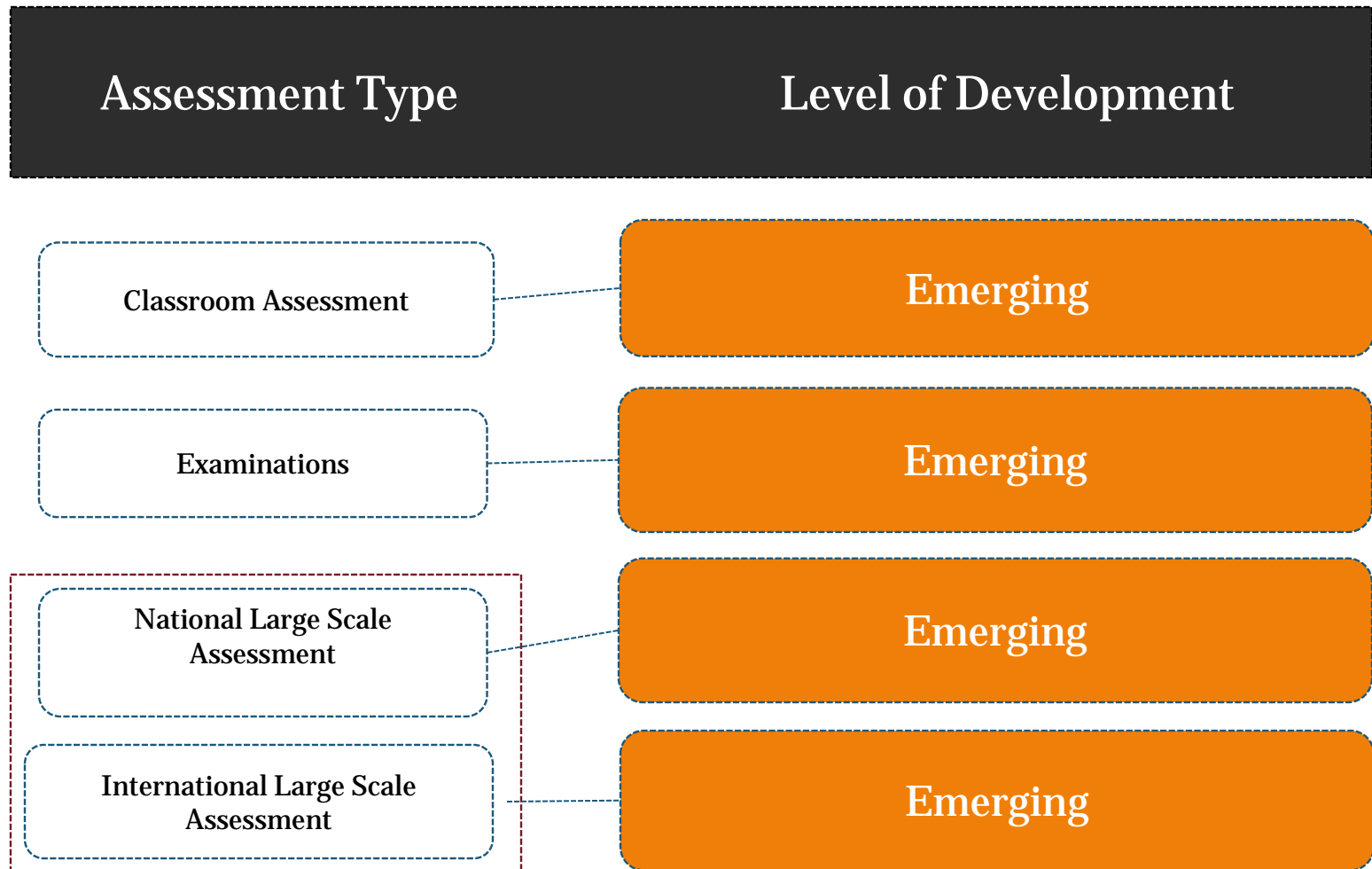
## **READ MOZAMBIQUE**

**ESCHBORN, GERMANY – OCTOBER 25, 2011**



# SABER Student Assessment System Benchmarking Results – Mozambique

(Baseline 2009, Pre-READ)



# What assessment types is your country working on with READ Funds?

- **Education Quality Indicators**
  - Draft Education System Quality Indicators (2010)
  - Draft School Quality Indicators (2011)
  - School Quality Indicators Phasing in (2012)
- **National Large-Scale Assessment – Provinha “já sei ler”**
  - Pre-pilot October 2011 (2 schools: 500 pupils),
  - Pilot in March 2012 (2 provinces, 2 districts, 67 schools, about 11.168 pupils)
  - Pilot 2 October 2012(2 provinces, 2 districts, 67 schools, about 11.168 pupils)
- **National Large-Scale Assessment – Assessment in Reading and Mathematics at Grade 3**
  - Started May 2011,
  - Pre-pilot June – 2012,
  - Pilot - September, 2012)

# READ Results Framework:

## Priority Areas for Mozambique

### 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 Mozambique

## (October 2010 until Present)

| Indicator(s) | Activity Description/Date   | Output/Outcome   |
|--------------|---|--|
| AC1          | Elaborate indicators of quality of Education System (Nov, 2010)                                 | Draft education system quality indicators with 70 indicators covering 6 Dimension: Planning, administration and management; access and equity; Information and Communication Technology; Achievement; Curriculum development; Inclusive education. |
| AC1          | Draft of primary school quality indicators (July 2011)  | Draft framework for school self and external assessment. Indicators include the use of assessment results  |
| AC1          | Redesign of competencies for each cycle & subject for Primary Education (Dec, 2010)             | Complement of Curriculum Framework<br>This document aims at specifying better the level of expected performance of pupils in each cycle.   |
| EC5          | Capacity building: Short Course 1 INDE/CNECE/Universities technicians in assessment (June 2011) | 15 staff members from INDE, CNECE, Universities trained in assessment systems and test design  |

# Recent Achievements for READ Mozambique

(October 2010 until Present) - *Continued*

| Indicator(s) | Activity Description/Date  | Output/Outcome   |
|--------------|--|--|
| SA1          | Design assessment blueprint (July 2011)  | Blue print for writing test items for reading, writing and mathematics covering different topics of the national curriculum.                                   |
| AQ1          | Design 1 600 test items for database (August 2011)   | Test items ready for 2011 pre-piloting.  |
| EC5          | Participated in AAEA Conference in Nairobi (August 2011). This is an organization of Assessment and Examination institutions in Africa | 5 Staff participated in Benchmarking in the field of assessment in the region.   |
| EC5          | Capacity building : Masters Degree in Assessment for 10 technicians (INDE/CNECE/Universities) (September 2011)                         | 10 staff members from Ministry of Education, INDE, CNECE and Universities highly qualified in assessment . (Designing and management of national assessments). |
| AQ1          | Testbooklet designed for pre-pilot for “Provinha”<br>Applicator and interpretation manuals designed (September 2011)                   | Test Kit ready for pre-pilot of Provinha in October 2011.  |

# Recent Achievements for READ Mozambique

(October 2010 until Present) - *Continued*

| Indicator(s) | Activity Description/Date                        | Output/Outcome  |
|--------------|--|---|
| AQ1          | Provinha test materials printed (September 2011) | Material printed and ready for piloting. <ul style="list-style-type: none"><li>• 550 test booklets</li><li>• 16 administrator manuals</li><li>• 10 scoring guides</li></ul> |
| AQ1          | Pre-Pilot Provinha (October 2011)                | Test and logistics procedures validated   |

# Some items from “Administrator Manual” -1

D2/N2 Identificar as letras do alfabeto.

D02/N1

Professor(a)/aplicador(a): leia para os alunos a instrução em que aparece a orelha. Repita a leitura no máximo duas vezes.



5. Presta atenção às letras que vou dizer “v” “d” “l”.

Assinala com X o quadradinho das letras que ouviste “v” “d” “l”

A)  a  c  q

B)  v  d  l

C)  b  h  o

D)  t  r  s



# Some items from “Administrator Manual”-2

D13/N3 Localizar informação em textos verbais.

Professor(a)/aplicador(a): Esta pergunta deve ser lida pelo aluno.

19. Lê o texto em silêncio

Dia e noite

*Não sei* se gosto mais do dia.

*Não sei* se gosto mais da noite.

De dia, eu posso brincar.

Mas, de noite, eu posso sonhar.

De dia, eu posso ler.

*(Texto adaptado de Mary França.)*



Marca com x o quadradinho com resposta certa. De dia, eu posso

A)

Ver a lua.

B)

ver.

C)

ver as estrelas.

# Some items from “Administrator Manual”-3



República de Moçambique  
Ministério da Educação  
Instituto Nacional de Desenvolvimento da Educação - INDE

PROVINHA-MOCAMBIQUE  
Ficha de lançamento de resultados

Escola: \_\_\_\_\_  
Classe: \_\_\_\_\_ Turma: \_\_\_\_\_ Data: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Nome do professor: \_\_\_\_\_

| N°  | Nome do aluno | Questões e respostas |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Total de acertos por aluno |
|---|---------------|----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------------------|
|   |               | 1                    | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |                            |
|   |               | A)                   | D) | C) | D) | A) | B) | A) | A) | A) | A) | B) | D) | A) | C) | C) | B) | B) | B) | A) | D) |                            |
| 1   |               | ⓐ                    | ⓐ  | ⓐ  | ⓐ  |    |    | ⓐ  | ⓐ  | ⓐ  | ⓐ  |    | ⓐ  | ⓐ  |    |    |    |    |    |    |    | 10                         |
| 2   |               | ⓐ                    | ⓐ  | ⓐ  | ⓐ  | ⓐ  | ⓐ  |    |    | ⓐ  | ⓐ  | ⓐ  | ⓐ  |    | ⓐ  | ⓐ  | ⓐ  |    |    |    |    | 13                         |
| 3   |               |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                            |
| 4   |               |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                            |
| ...   |               |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                            |
| (Siga o preenchimento até ao último aluno, calcule a média e registe-a) |               |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                            |
| Média da turma  |               |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | ↘  | 11,5                       |

# Expected Achievements for READ Mozambique (October 2011 thru 2014)

| Indicator(s) | Activity Description  | Output/Outcome   |
|--------------|---|--|
| EC5          | Capacity building : Short course 2<br>Questionnaire design, Statistical analysis and Proficiency scale development<br>(November 2011) | 10 staff from INDE, CNECE, Universities trained in questionnaire design, statistical analysis, statistic software and production of proficiency scales.  |
| EC5          | Capacity building : Short course 3<br>Analysis of contextual factors, report writing, results dissemination.<br>(February 2012)       | 20 Staff from INDE, CNECE, Universities trained in contextual data analysis, writing reports for different audiences and dissemination strategies.   |
| EC5          | Study visits to Botswana and Uganda<br>(May 2012)   | 6 staff from Ministry of Education aware of good practices in disseminating assessment results and using them to improve learning.   |
| AQ1          | Provinha (Pilot) (March, 2012)  | Teachers trained in how to administer, score, and use assessment results to set pedagogical plans and to improve pedagogy in 67 schools.<br>Feasibility report with policy options and cost estimates for Ministry of Education. |

# Expected Achievements for READ Mozambique (October 2011 thru 2014)

| Indicator(s) | Activity Description   | Output/Outcome   |
|--------------|--|--|
| AQ1          | Feasibility study of national assessment in reading and mathematics (Grade 3)<br>Pre-pilot June 2012<br>Pilot September 2012                   | Pilot assessment and concrete policy options for scaling the assessment  |
| AQ1          | Grade 5 and 7 exams for Portuguese and Mathematics improved and used to report aggregate student achievement results.<br>(Pilot November 2013) | Re-designed exams for Portuguese and Mathematics (multiple choice), automatic data capturing. Data processing and reporting by CNECE |
| EC5          | "Capacity building: local staff taking short courses on assessment at local university."<br>2013   | 40 National and Provincial staff trained   |
| EC5          | "Capacity building: local staff taking university course on assessment at local university."<br>2013   | 10 National and Provincial staff enrolled  |

# **Implementation Challenges/Issues for Mozambique**

- Use of assessment results. Lack of assessment culture in the schools;
- Poor literacy level among teachers that makes hard for them to use assessment information;
- Lack of resources that makes it hard to prioritize assessment;
- Short of fulltime staff - Staffs need to address different tasks at the same time, including attending training courses;
- Alignment of procedures of the World Bank with Government's.