

# INTRODUCTION

## READ Regional Workshop

READ Global Team  
World Bank

Astana, Kazakhstan  
September 19, 2012

# Why are we here today?

## Workshop objectives

- Provide participants with the opportunity to
  - Support their own and other READ country teams in moving forward with the activities outlined in their READ Grant Funding Requests
  - Discuss and try to resolve key challenges/issues in relation to those planned activities
  - Share lessons learned and expertise across the four READ country teams
- Build a “community of practice”

# Getting to know each other

- Approach 3 people you do not know
- Ask each of them
  - Their name
  - What they do for work
  - What they do for fun

# Key concepts in student assessment

# Assessment types/purposes

- **Classroom assessment**

- For improving teaching and learning

- **Examinations**

- For making high-stakes decisions about individual students

- **Large-scale assessment**

- For determining system learning levels and related factors

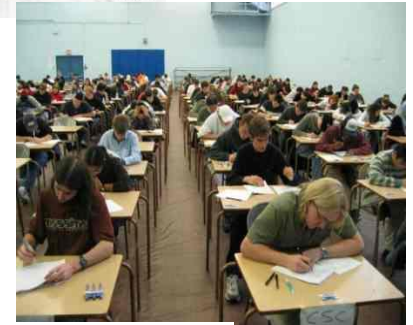
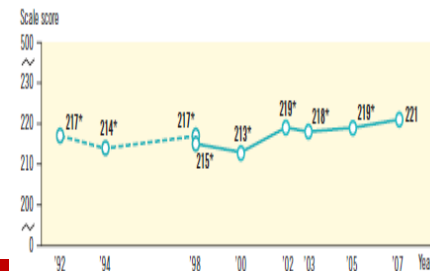


Figure 1. Trend in fourth-grade NAEP reading average scores



# Quality drivers

- **Enabling context**

- Leadership, policies, institutional arrangements, human/fiscal resources



- **System alignment**

- Learning goals, curricula, opportunities



- **Assessment quality**

- Design, administration, analysis
- Reporting and use



# Framework

Classroom  
assessment



Examinations

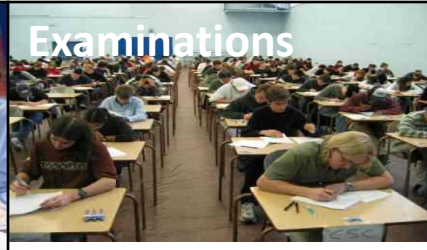
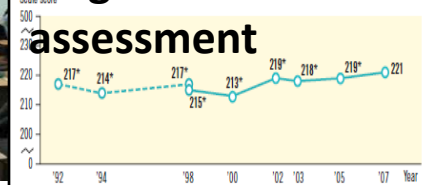


Figure 1. Trend in fourth-grade NAEP reading average scores

Large-scale  
assessment



Enabling context



System alignment



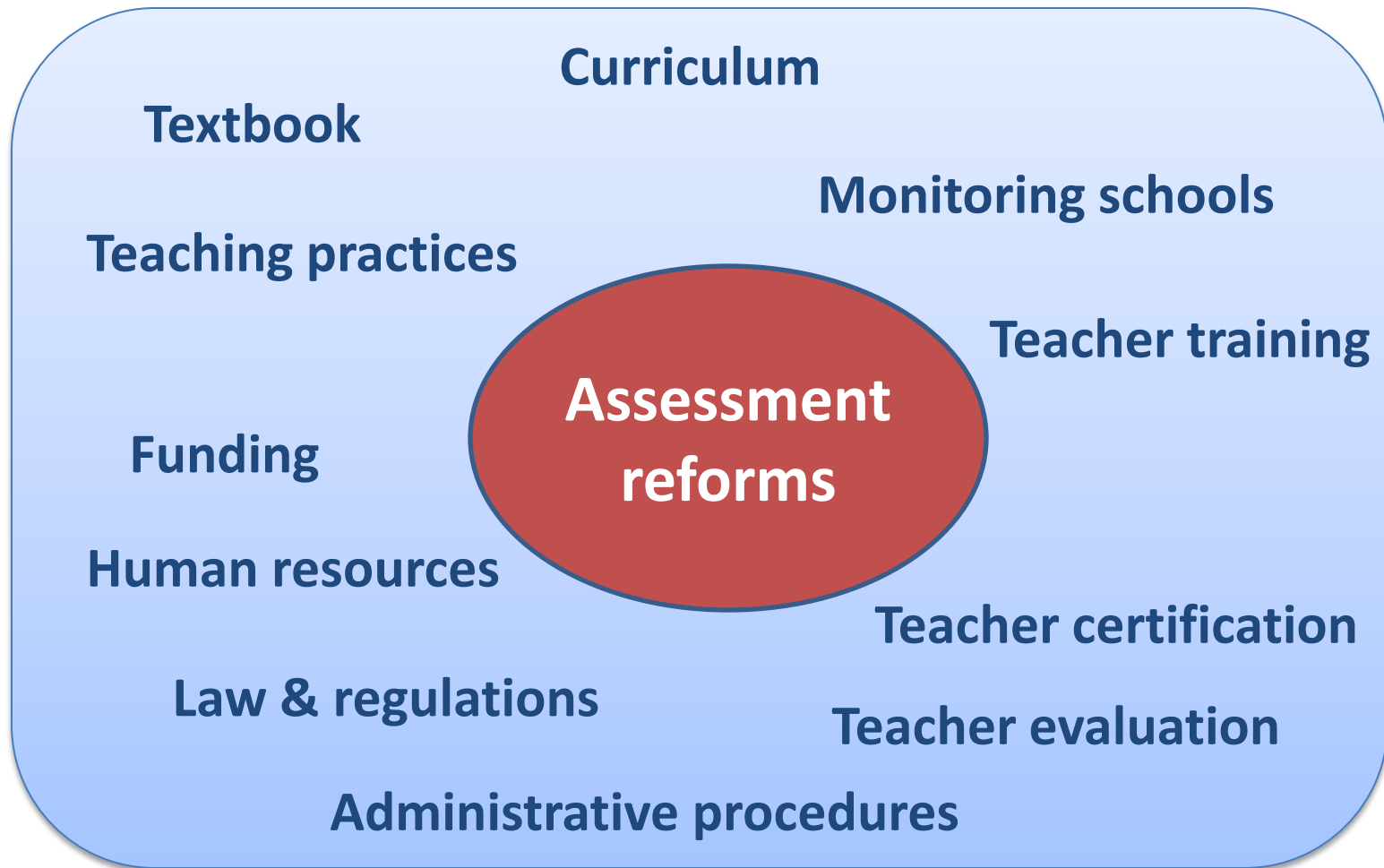
Assessment quality



1. Indicators

2. Development  
Levels

# Assessment in the broader context





# What are READ countries doing?

# Priority areas under READ program

## ARMENIA

- Develop teacher training modules on classroom assessment and examinations
- Develop training program on large-scale assessment for staff from Assessment and Testing Center, academics, graduate students
- Identify ways to improve examination practices, including conducting a feasibility study on introducing computer-adaptive testing for the Unified Examination
- Administer NLSA on Information & Communication Technology to national sample of grade 9 students
- Participate in PISA 2015

# Priority areas under READ program

## KYRGYZ REPUBLIC

- Train teachers on classroom assessment
- Improve the certification examination at the end of secondary school and provide related training for examinations staff
- Conduct NLSA pilot and full assessment at grade 4

# Priority areas under READ program

## TAJKISTAN

- Create National Testing Center (NTC)
  - Hire staff, pilot new national Unified Exit Examination and NLSA, review legal framework
- Train NTC staff
- Buy equipment

# Priority areas under READ program

## VIETNAM

- Develop teacher training modules for teacher training institutions.
- Train assessment staff on classroom assessment and exams.
- Integrate/align assessment framework and practices with revised curriculum.
- Conduct research, surveys, and secondary analyses using student assessment data.
- Participate in PISA 2012.

# How can we move forward?

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# Workshop agenda

## Session I

National and International Large-Scale Assessments

## Session II

Teacher Training on Classroom Assessment

## Session III

Examinations: Ensuring Quality

## Session IV

Assessing Higher Order Thinking Skills