READ Regional Workshop
Introduction to the Sessions

READ Global Team
World Bank

Maputo, Mozambique
December 3-5, 2012
Why are we here?
Why are we here?

Workshop objectives

• Provide participants with opportunity to
  – **Support** their own and other country teams in moving forward with activities outlined in their READ Action Plan
  – **Discuss** and try to resolve key challenges/issues in relation to those plans
  – **Share** lessons learned and expertise across the four country teams
• Begin to build “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
Looking inside the black box...
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
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

1. Indicators
2. Development Levels

Enabling context
System alignment
Assessment quality
Assessment in the broader context

Assessment reforms

- Curriculum
- Monitoring schools
- Teacher training
- Teacher certification
- Teacher evaluation
- Administrative procedures
- Law & regulations
- Human resources
- Funding
- Teaching practices
- Textbook
What are READ countries doing?
Priority areas under READ program

ANGOLA

• Design and implement a national large-scale early grade reading assessment

• Develop a plan for national examinations
Priority areas under READ program

ETHIOPIA

• Create policies and procedural frameworks for national assessments, examinations, and school inspection
• Build capacity of staff tasked with carrying out assessment activities
Priority areas under READ program

MOZAMBIQUE

- Conduct “Provinha”, a school-based reading assessment in grade 3
- Design an impact evaluation to measure how current assessments and interventions impact learning outcomes
Priority areas under READ program

ZAMBIA

• Improve the quality of national examinations through extensive training of exam setters and markers in grades 7, 9, and 12
• Perform an IT audit to identify ways to strengthen data storage and reporting
• Conduct training on use of assessment results for standard officers, teachers, and lecturers
How can we move forward?

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Workshop agenda

Session 1
How Can We Ensure Quality in Examination Programs?

Session 2
How Can We Address Inappropriate Behavior in Examination Programs?

Session 3
How Can We Communicate Assessment Information Effectively?

Session 4
How Should We Communicate Assessment Information to Teachers?

Session 5
How Should We Communicate Assessment Information to Parents?

Session 6
What Do We Need to Keep in Mind When Interpreting Student Assessment Results?

Session 7
Reality Check: Planning and Monitoring Assessment Projects