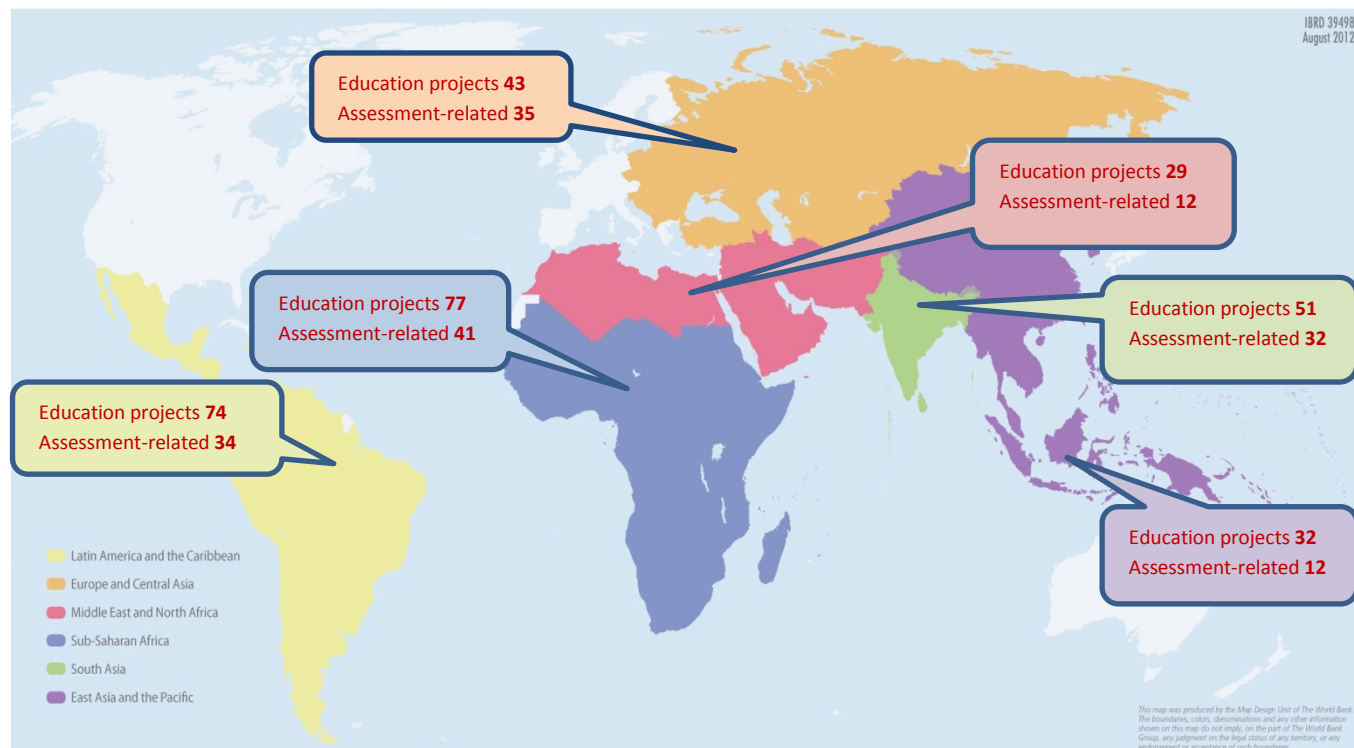


# Review of World Bank Support for Student Assessment Activities in Client Countries, 1998-2009

This note provides an overview of the World Bank's support for student assessment activities in its client countries between 1998 and 2009. It highlights key lessons learned from this experience that can serve as a guide for more effective design and implementation of assessment activities in education projects.

## World Bank Support for Assessment-Related Education Projects, 1998-2009



## Key Characteristics of Assessment-Related Education Projects Supported by the World Bank, 1998-2009

	Sub-Saharan Africa	East Asia and Pacific	Europe and Central Asia	Latin America and Caribbean	Middle East and North Africa	South Asia	Total
<b>Level of the Education System</b>							
<b>Primary</b>	36	9	26	27	9	27	134
<b>Secondary</b>	18	4	30	20	8	12	92
<b>Tertiary</b>	2	2	0	2	1	2	9
<b>Type of Assessment Activity</b>							
<b>Classroom Assessment</b>	18	2	23	9	9	16	77
<b>Examinations</b>	24	3	20	9	4	11	71
<b>Large-Scale Assessment</b>	27	9	28	27	8	28	127

## Key Lessons Learned From World Bank Education Projects Supporting Assessment Activities

**A project supporting student assessment activities will be more successful when...**

### **There is stakeholder consensus and buy-in for key assessment-related objectives.**

- Key stakeholders should be actively involved at all stages of the project, including in the setting and delivery of assessment-related objectives.
- Roles and responsibilities for collecting, analyzing, and reporting on assessment results should be clearly defined and communicated upfront.

### **Realistic targets are set for any planned score increases.**

- If targets based on test scores or score gains are to be used, they should be realistic, measurable, and verifiable.
- If targets based on test scores or score gains are to be used, there should be evidence that the scores have been equated over time, that any proficiency levels have been validated, and that the population of students assessed is comparable over time.

### **Efforts are made upfront and throughout the project to evaluate and address any constraints in infrastructure and implementation capacity for carrying out assessment-related activities.**

- Local capacity to accomplish assessment-related goals within the proposed project timeframe and budget should be evaluated upfront and any issues addressed.
- Efforts should be made to develop the capacity of teachers in developing or using newly-introduced assessment approaches.

### **There is timely dissemination of assessment results to key stakeholders.**

- Assessment findings should be communicated to stakeholders and acted upon as soon as possible following data collection.
- The reporting of assessment results should be clear, concise, and comprehensive so that they are understood by the target audiences.

### **Plans are made for the sustainability of assessment-related initiatives after project completion.**

- Plans should be made and agreed upon ahead of time for who or what organization will continue to work on the assessment activities supported by the project after its closing.
- Post-project sustainability should be prioritized upfront, including identifying the appropriate next steps and defining the responsible parties.

**Source:** Liberman, J., and M. Clarke. 2012. "Review of World Bank Support for Student Assessment Activities in Client Countries, 1998-2009." SABER/READ Working Paper Series. Washington, DC: World Bank. Available at [www.worldbank.org/readf](http://www.worldbank.org/readf).