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
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

- Curriculum
- Monitoring schools
- Teacher training
- Teacher certification
- Teacher evaluation
- Administrative procedures
- Law & regulations
- Human resources
- Funding
- Teaching practices
- Textbook
- Assessment reforms
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

TAJIKISTAN

• 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