

# Workshop on National Assessment of Student Learning

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# Today's Discussion

- *Assessing National Achievement Levels in Education*
  - New World Bank study by Vincent Greaney and Thomas Kellaghan (2008)
- Presenters with international experience in national student assessment
  - Maureen McLaughlin, Ana Maria Sandi, Juan Prawda
- Discussion of national assessment in Uzbekistan and Basic Education Project

# National Assessment

## Why?

- National assessments compared with public examinations
  - National assessments: To provide feedback to policy makers
  - Public examinations: To certify and select students
- Framework for development of national assessments
  - Policy questions
  - Key decisions
  - Stages

# National Assessment Policy Questions

- How well are students learning?
- Are there particular strengths and weaknesses in students' knowledge and skills?
- Do particular subgroups of students perform differently?
  - Gender, urban/rural, ethnicity, region
- What factors are associated with student achievement?
- Are resources/inputs sufficient?
- Do achievements of students change over time?

# National Assessment Key Decisions (1)

- Who provides policy guidance?
  - Ministry of Education through a National Steering Committee
- Who carries out the assessment?
  - Implementation agency (Ministry of Education, examination board, research agency, or university)
- Who administers the tests and questionnaires?
  - Implementation agency
- Who will be assessed?
  - Age or grade?
- Will the full population or a sample be assessed?
  - Ministry of Education decides

# National Assessment Key Decisions (2)

- What will be assessed?
  - Skills and competencies
  - Literacy and numeracy
  - Subject matter
- How will achievement be assessed?
  - What students know or don't know
  - Multiple choice/open-ended questions
  - Valid and reliable instrument
- How frequently will assessments be carried out?
  - Annual/every few years

# National Assessment Key Decisions (3)

- How should student achievement be reported?
  - Level of performance or mastery
  - Items or curricula
- What kinds of analyses should be carried out?
  - Policy questions of interest
- How should the results be used?
  - Public information—status and trends
  - Research
  - School improvement

# National Assessment Stages

- Design
- Implementation
- Analysis
- Reports
- Dissemination and use of findings