Student Assessment

Session 8

Looking forward

February 7, 2013
Room I2-220
Washington, DC
Session overview

- Student assessment and education systems
- Resources
- Community of practice
- Workshop evaluations and certificates
Student assessment and education systems
World Bank Education Strategy 2020

Learning for All
Investing in People’s Knowledge and Skills to Promote Development

Figure 1: World Bank Group Strategic Priorities in Education 2020

<table>
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<tr>
<th>Bank’s mission in education</th>
<th>Learning for all</th>
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<td>Strengthen education systems</td>
<td>Build a high-quality knowledge base</td>
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Strategic directions to achieve results

Implementation levers

- Knowledge
  - System assessment and benchmarking tools
  - Learning assessments
  - Impact evaluations & analytical work

- Technical & financial support
  - Technical support for system strengthening
  - Results-oriented financing
  - Multi-sectoral approach

- Strategic partnerships
  - UN agencies, donor community, private sector, civil society organizations
Assessment in the context of education systems

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

Assessment reforms
Assessment sustainability in the context of education systems

How have other countries gone about this?
Importance of the enabling context

Assessment types/functions

- Classroom assessment
- Examinations
- Large-scale assessment

Enabling context
- System alignment
- Assessment quality

Quality drivers
Enabling context

“Factors affecting capacity to engage with assessment in a sustained, effective manner”

- Leadership
- Fiscal resources
- Policies
- Human resources
- Institutional structures
Setting clear policies

- Laid out in official documents
- Built on representative, transparent processes
- Provide guidance for key decisions
- Clearly describe roles and responsibilities
Ensuring appropriate institutional structures

- Stable with high status, credibility
- Requisite physical and technical infrastructure
- Appropriate balance of autonomy and accountability
Having sufficient qualified human resources

- Staff for core functions
  - Sufficient, stable, qualified
- Opportunities to receive formal training in assessment
  - Graduate programs, courses, workshops
Securing adequate fiscal resources

• Stable funding amounts and sources
• Covers cost of core activities plus research and development
Having strong leadership

- Provided by key groups
- Based on common vision
  - Articulated in concrete objectives and strategies
  - Brings people together
- Power and influence to make things happen
Key benchmarking indicators under READ Trust Fund program

Enabling context
• EC1 - Setting clear policies
• EC2 - Having strong leadership
• EC3 - Having regular budget/funds for assessment activities
• EC4 - Having strong organizational structures
• EC5 - Having effective human resources

System alignment
• SA1 - Aligning the assessment with learning goals
• SA2 - Providing opportunities to learn about assessment activities

Assessment quality
• AQ1 - Ensuring quality
• AQ2 - Ensuring effective use of assessment results
Resources
“National Assessments of Educational Achievement” series

Available in English, Portuguese, Russian

http://go.worldbank.org/M2O1YDQ090
SABER-Stu dent Assessment

- Assessment toolkit
  - Terms of reference
  - Questionnaires
  - Rubrics
  - Country report template

http://go.worldbank.org/NK2EK7MKV0

- Working papers

http://go.worldbank.org/CROAZO5JC0
READ Trust Fund

- Includes information on READ
  - Program
  - Countries
  - Publications, videos
  - Conferences and workshops

Available in English, Portuguese, Russian

http://www.worldbank.org/readtf
Student Learning Assessment

Why is Student Learning Assessment important?

Learning matters to growth:
- Solid evidence shows that learning — the acquisition of knowledge, skills, and competencies — drives economic returns.
- More than years of schooling, it is learning that produces gains in individual productivity and income. Several studies show a strong correlation between higher test scores and higher wages.
- A one standard deviation increase in scores on international assessments of reading and mathematics achievement is associated with a 2 percent increase in annual growth rates of GDP per capita.

Assessment is fundamental to improving learning:
- Assessment of student learning and achievement can be a powerful agent for change in schools by informing policymakers about the learning outcomes of the nation’s students, helping teachers understand how to improve classroom instruction, and influencing securities as they think about education equity and learning goals.
- Effective classroom assessment practices by teachers have been shown to yield gains of a half to a full standard deviation on external standardized achievement tests, with the largest gains for low achievers.
- Assessment can contribute to an effective education system by providing systemic information on levels of student achievement and related factors; supporting educators and students with real-time information to improve teaching and learning; and offering a means to hold stakeholders accountable.
HD Knowledge Exchange Exchange (2)

- Includes information on
  - Resource people at the Bank
  - TORs
  - Consultant names
  - ‘Main Issues’ paper, ppt presentation
  - Bank operations – active/closed
  - Bank and non-Bank publications

http://intwork.worldbank.org/units/HDN/KE/Pages/Home.aspx
Some other useful websites

- TIMSS & PIRLS (IEA)
  - http://timss.bc.edu/
- PISA (OECD)
  - http://www.oecd.org/pisa/
- Learning Metrics Task Force (Brookings/UIS)
  - www.brookings.edu/learningmetrics
- Africa Learning Barometer (Brookings)
  - http://www.brookings.edu/research/interactives/africa-learning-barometer
- The Learning Curve (Pearson)
  - http://thelearningcurve.pearson.com/?gclid=CNPK-_nnkrUCFSZnOgod9A8A7A
- EdData II (USAID)
  - https://www.eddataglobal.org/
- Assessment and Teaching of 21st Century Skills (ATC21S)
  - www.atc21s.org
Any other resources you would like to suggest or share with the group?
Community of practice
Workshop evaluation and certificates
Course objectives

• By the end of this course, you will
  – Understand and be able to apply key assessment concepts and tools
    • ...and be better able to engage in policy dialog with key gatekeepers!
  – Be aware of strategic decisions/issues regarding assessment projects
  – Have acquired managerial and operational skills to work more effectively on assessment projects
## Day 1: State-of-the-art knowledge

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EDUCATION STAFF DEVELOPMENT PROGRAM
Day 2: Using knowledge in operations

Session 5
• Operational decisions in student assessment projects

Session 6
• Sharing experiences and lessons in assessment projects: ‘The good, the bad, and the ugly’

Session 7
• Strategies to ensure effective uses of assessment information

Session 8
• Looking forward
Reflection

• What’s your main takeaway?
• What will you do differently?
• What 2 or 3 tangible things will you do as a result of your participation in this workshop?