

## READ 2 TF Country Projects – Status Updates June 2018



### **Armenia: “Strengthening Educational Assessment Capacity to Support Better Learning Outcomes”**

#### ***Focal Areas***

- Enhancing stakeholder capacity to use assessment data to improve teaching and learning
- High-stakes examination reform
- Training and professional development of teachers in use of classroom assessment practices

#### ***April - June 2018 Achievements***

- Completed the piloting of the Computer-Based Test (CBT) in Mathematics for Armenia’s Unified Entrance Examination (UEE)
- Participated in a study visit to Cito in the Netherlands
- Submitted the finalized package on the Master’s program in Educational Assessment to the Ministry of Education and Science for licensing

#### ***Upcoming Achievements***

- Finalize analysis of pilot CBT UEE results
- Provide faculty development training in Classroom Assessment and Measurement and Testing
- Obtain licensing for the Master’s program in Educational Assessment



### **Cambodia: “Strengthening National Capacity and Feedback Mechanisms for Assessments”**

#### ***Focal Areas***

- Dissemination and feedback mechanisms for National Assessment results
- Enhanced capacity to use National Assessment data with other stakeholders

#### ***April - June 2018 Achievements***

- Drafted a teacher guide for mathematics and physics to be piloted at 100 lower secondary schools under the Secondary Education Improvement Project (SEIP)

#### ***Upcoming Achievements***

- Carry out a final workshop on developing teacher guides and customized reports on National Assessment results for key stakeholders, such as teachers, school directors, and parents
- Pilot the teacher guides for mathematics and physics at 100 lower secondary schools under the Secondary Education Improvement Project (SEIP)
- Develop a plan for a study visit to learn from best practices in key assessment areas in the East Asia and Pacific region



**India: “Improving Assessment Systems in India and South Asia”**

***Focal Areas***

- Enhancing stakeholder capacity to use assessment data to improve teaching and learning
- Setting up regional network for sharing of good practices and resources on assessment

***April - June 2018 Achievements***

- Successfully completed the “South Asia Regional Conference on Using Large-Scale Assessments to Improve Teaching and Learning” in New Delhi (April 25-27, 2018)
- Prepared a draft template for state report cards and discussed it with National Council of Educational Research and Training (NCERT)
- Held discussions with NCERT on techniques for background data analysis for the Grade 10 National Achievement Survey (NAS)
- Received preliminary results from background data analysis for Math achievement on the Grade 10 NAS and prepared an outline of the report
- Prepared Terms of Reference (ToR) for a consultancy to assist NCERT with Item Response Theory (IRT) analysis, constructing proficiency bands and performance descriptors; circulated the ToR among key experts/agencies
- Administered a specially-commissioned Learning Outcomes Test (LOT), closely aligned with India’s national learning outcomes, to 35,000 students in Jharkhand, Madhya Pradesh, and Odisha to cross-validate the NAS results of grades 3, 5, and 8
- Completed initial analysis of data from LOT, including cross-validation with NAS results

***Upcoming Achievements***

- Finalize State Report Card template for the Grade 10 NAS
- Draft report on background data analysis for Grade 10 Math
- Hire consultancy services to support NCERT with IRT analysis
- Complete item and test validation and IRT analysis for NAS Grade 10 – Cycle 2
- Report on results from LOT
- Identify next steps for creating valid performance-level descriptors on NAS linked to national learning outcomes based on the LOT results



## **Kyrgyz Republic: “Strengthening Student Assessment for Improved Learning”**

### ***Focal Areas***

- Enhancing stakeholder capacity to use assessment data to improve teaching and learning
- High-stakes examination program reform
- Training and professional development of teachers in use of classroom assessment practices

### ***April – June 2018 Achievements***

- Conducted a workshop for a group of 25 experts from Kyrgyz Academy of Education, Ministry of Education and Science, National Testing Center and Republic In-service Teacher Training Institution focusing on the current situation, the challenges of using educational assessment in decision making, and the roadmap for reaching education system goals
- Conducted a workshop for a group of 15 key experts on secondary analysis techniques for Large-Scale Assessment (LSA) data
- Produced a report on assessment research strategies aligned with Cito recommendations
- Conducted the first round of seminars for 40 test developers in three subject sub-groups on Matura exams and on different formats of items and tasks designed to measure competencies
- Analyzed current examination papers in respective subjects with regard to standards and competencies; benchmarked results with a set of examination papers from other countries
- Established a Working Group (WG) to draft a Concept paper on the National Assessment System
- Translated training modules, PowerPoint presentations and guides on the University of Virginia (UVA) Classroom Assessment Scoring System (CLASS) assessment and coaching into Russian, and facilitated analysis by specialists from Republican Teacher Training and Retraining Institution (RTTRI), National Testing Centre (NTC) and observers
- Developed a video library collection of curated classroom observation videos, reflecting specific areas of teacher-student interaction, which are analyzed by certified coders based on pre-set criteria; the videos are going to be used in the training course of teachers and coaches
- Conducted a baseline study on observation of classroom practice in the selected 14 schools (28 classrooms), with results being processed by UVA

### ***Upcoming Achievements***

- Produce draft analysis of National Sample-Based Achievement Test (NSBA) 2017 data
- Prepare draft Concept paper on the National Assessment System
- Hold seminars for Subject WGs with discussions of work done (i.e. analysis of Kyrgyz exam papers) and Training in Basics of Item writing (for multiple-choice questions)
- Conduct trainings for CLASS trainers/master coders and mentor experts using the updated intervention model and training materials
- Draft results of the baseline study on observation of classroom practice
- Conduct orientation/information meeting with targeted education authorities on project objective and plan
- Conduct trainings for deputy directors, mentors, and teachers in the 28 selected classrooms



## Mongolia: “Support to Early Grade Reading and Mathematics Assessments”

### ***Focal Areas***

- Enhancing stakeholder capacity to use assessment data to improve teaching and learning
- Training and professional development of teachers in use of classroom assessment practices

### ***April – June 2018 Achievements***

- Finalized reports documenting the results of Mongolia’s first Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) for grades 1 and 2
- Completed in-depth data analysis of linkages between assessment results and 1) socioeconomic status of students’ households, and 2) classroom practices, specifically teachers’ time on task
- Produced draft policy briefs on the EGRA and EGMA results
- Conducted a subnational dissemination workshop targeted to education authorities and parents in Mongolia’s remote Western provinces, in Bayan-Ulgii aimag (province) of Western Mongolia, the region with the largest community of Kazakhs, Mongolia’s most populous ethnic minority
- Conducted school visits and consultations in remote soums (villages) with parents in conjunction with the dissemination workshop on needs, concerns, and expectations for children’s learning
- Developed a report on the workshop, highlighting areas for improvement in Kazakh schools
- Agreed on a media strategy with MECSS to disseminate EGRA and EGMA results via the MECSS website, the World Bank and READ TF websites, and Mongolian newspapers, and to jointly design a reading campaign to launch the national reading intervention planned as follow-up to EGRA
- Conducted a review of the Mongolian language primary school curriculum
- Produced draft instruments for formative assessment to track Mongolian language reading skills
- Determined areas for further action on the Mongolian language curriculum and tracking reading skills
- Conducted a brainstorming workshop with MECSS, Mongolia National University of Education (MNUE) management, MNUE faculty, and Mongolian Institute of Educational Research (MIER) to improve preservice teacher training on formative assessment for reading skills in the primary grades

### ***Upcoming Achievements***

- Receive approval from MECSS on the EGRA and EGMA policy briefs and translate them into Mongolian
- Produce and publish the report on the subnational dissemination workshop for EGRA and EGMA for education authorities and parents in Mongolia’s remote Western provinces
- Disseminate EGRA and EGMA results via the MECSS website, the World Bank and READ TF websites, and through Mongolian newspapers
- Pre-test the formative assessment instrument for Mongolian language (grades 1 and 2) and finalize the associated teacher training plan and modules
- Produce draft instruments for formative assessment to track math skills in grades 1 and 2, and an associated teacher training plan and manual
- Conduct a brainstorming workshop to develop strategies for improved preservice teacher training on formative assessment of reading and math skills in the primary grades



**Nepal: “Strengthening Assessment and Examination Systems in Nepal’s School Sector”**

***Focal Areas***

- Enhancing stakeholder capacity to use assessment data to improve teaching and learning
- High-stakes examination program reform

***April – June 2018 Achievements***

- Piloted the Grade 10 National Assessment of Student Achievement (NASA)
- Completed analysis of the Grade 8 NASA
- Held a half-day workshop on scoping for standardization of Grade 10 high-stake examinations in three subjects – language, science, and math

***Upcoming Achievements***

- Develop a time-bound action plan based on the third round of NASA grade 8 report for relevant agencies, including activities for specific agencies to improve students’ learning outcomes
- Complete test item preparation to carry out the first cycle of Grade 10 NASA in January/February 2019
- Carry out a national workshop to collect feedback on the Draft Report and Framework for the scoping of Grade 10 high stakes examinations and finalize the document
- Organize a 5-day workshop on test item preparation for national capacity building for teachers and other experts who would be involved in NASA as well as high stakes examinations



**Tajikistan: “Strengthening the Classroom Assessment System”**

***Focal Area***

- Enhancing classroom assessment practices nationwide

***April – June 2018 Achievements***

- Conducted a workshop for local experts and presentation to the education management team on formative assessment and learning assessment concepts with international experts
- Drafted formative assessment and learning assessment components of National Assessment Concept and Glossary
- Developed four modules for teacher training program on formative assessment and learning assessment for piloting
- Developed instruments for learning assessment for piloting
- Developed an outline of the pilot mechanism
- Submitted Classroom Assessment Package to MOES for approval

***Upcoming Achievements***

- Obtain approval by MOES for Classroom Assessment package
- Select and train pilot teachers for teacher training program
- Start the implementation of the pilot



**Vietnam: “Promoting Capacity for Fair, Aligned, and Effective Assessment”**

***Focal Areas***

- Enhancing stakeholder capacity to use assessment data to improve teaching and learning
- High-stakes examination program reform
- Training and professional development of teachers in classroom assessment practices

***April – June 2018 Achievements***

- Completed analysis of high school examination progression rates
- Completed an initial technical report and background paper on assessing reading

***Upcoming Achievements***

- Review examination content and evaluate the technical quality, alignment with curricula, and effectiveness as an assessment for entry to Senior Secondary School
- Complete ongoing work to draft new systematic criteria on reading scales
- Pilot indicators and readability formula within Vietnamese school and linguistic context