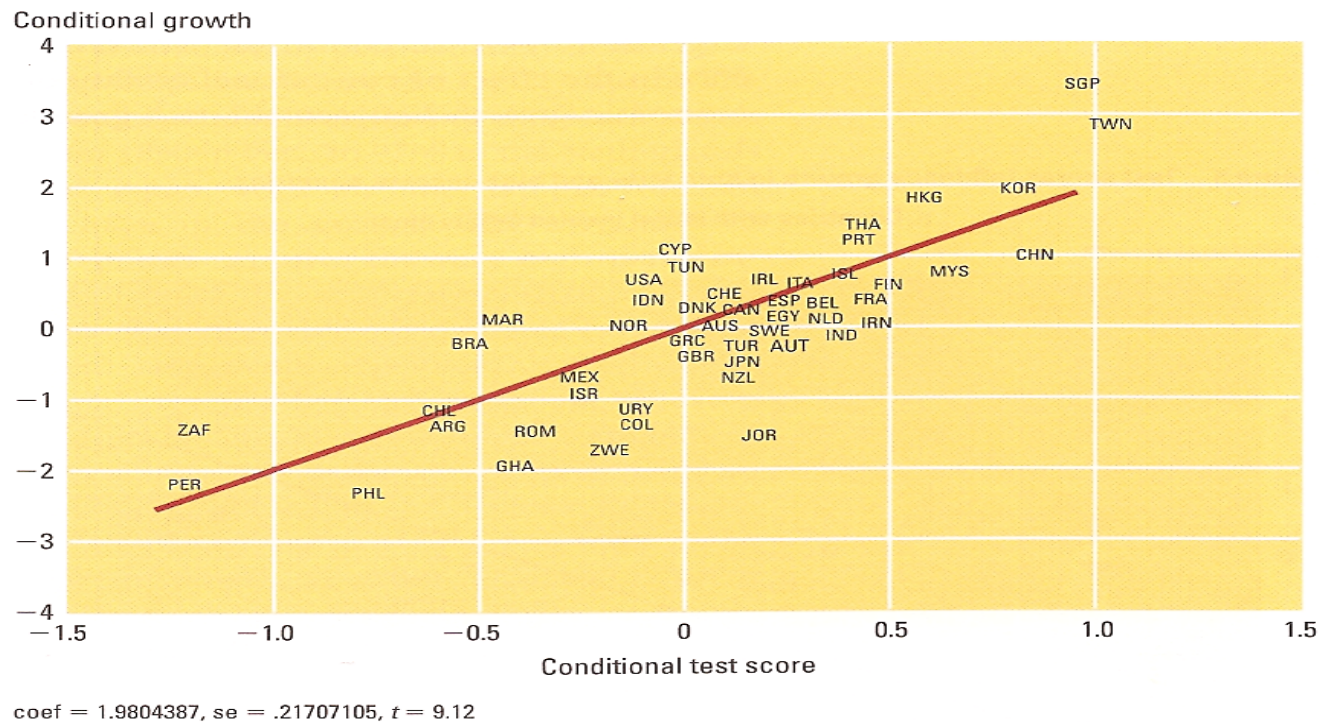# Measuring Education Outcomes:

Learning Assessment Systems

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Learning is key to economic growth

coef = 1.9804387, se = .21707105, t = 9.12

New evidence on the contribution of learning (as opposed to attainment) to economic growth

Hanushek & Woessmann, World Bank (2007)

Bank support for learning assessment

- **Statistics**
  - 295 education projects, 1998-2009
  - 129 included assessment component(s)
  - Most assessment projects in AFR (28), ECA (29), LAC (26), SAR (25)
- **Typical project**
  - Once-off support for large-scale (national) assessments of reading and math at basic level
- **Typical outcome**
  - Successfully implemented assessment but limited sustainability of initiative, retention of trained staff, or use of results

Learning assessment

- Includes assessment as, for, of learning
- Provides information on status, growth/change/trends, related contributory/explanatory factors in relation to a specific learning goal, standard or domain
- Aligns curriculum, teaching and learning, and assessment
- Provides useful information to inform next steps
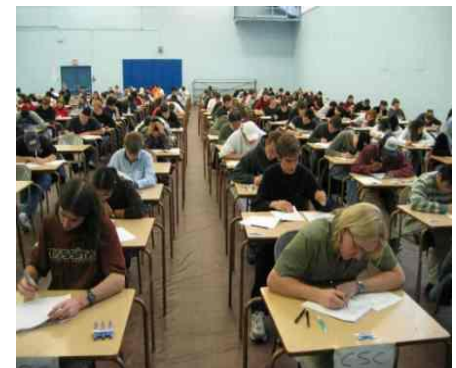
Improving assessment to improve learning: READ

- Russia Education Aid for Development (READ) Trust Fund

- 5-year $32 million trust fund

- To help low-income countries improve learning outcomes through improved <u>assessment systems</u>

- Focus on <u>strengthening the capacity of institutions</u> responsible for carrying out student assessment

READ
Russia Education Aid for Development
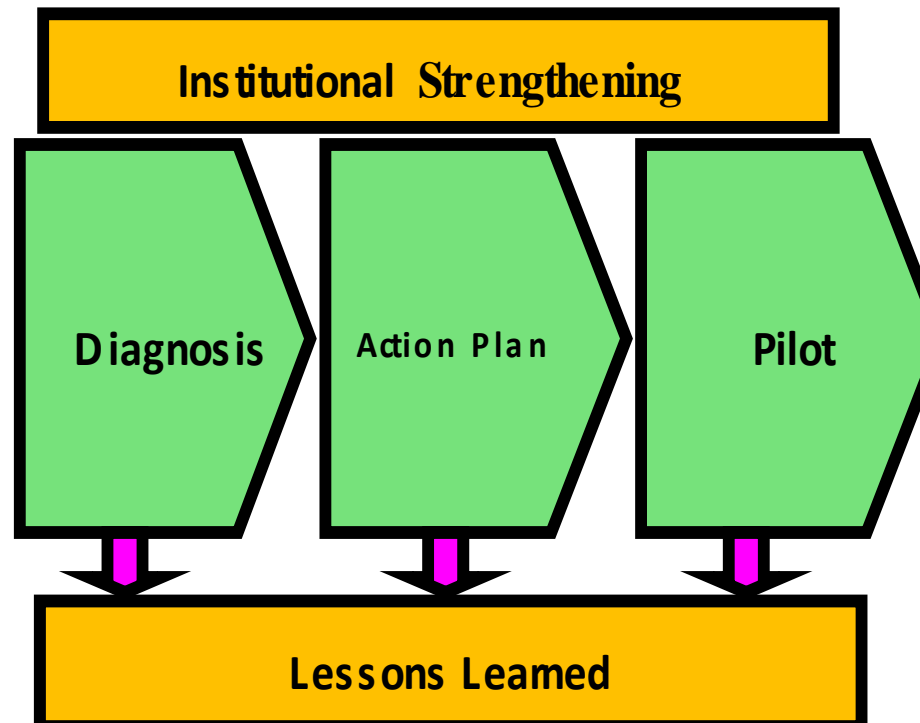
When children learn, nations prosper

READ products and activities

Global products

Guidelines, research papers, reports

Toolkits

Country-specific activities

Institutional Strengthening

Diagnosis

Action Plan

Pilot

Lessons Learned

READ countries

Kyrgyzstan
Tajikistan

Vietnam

Ethiopia

Angola
Zambia
Mozambique
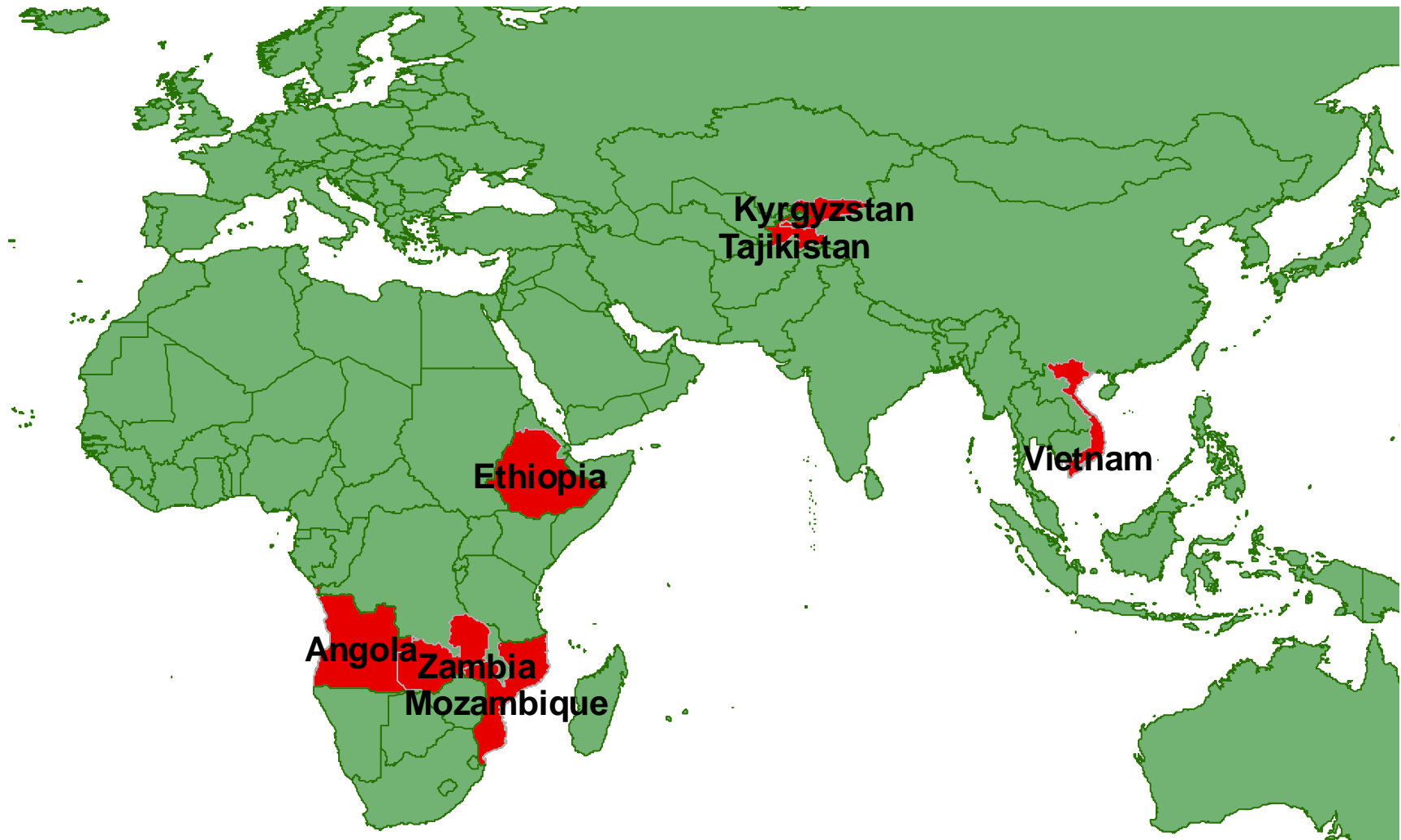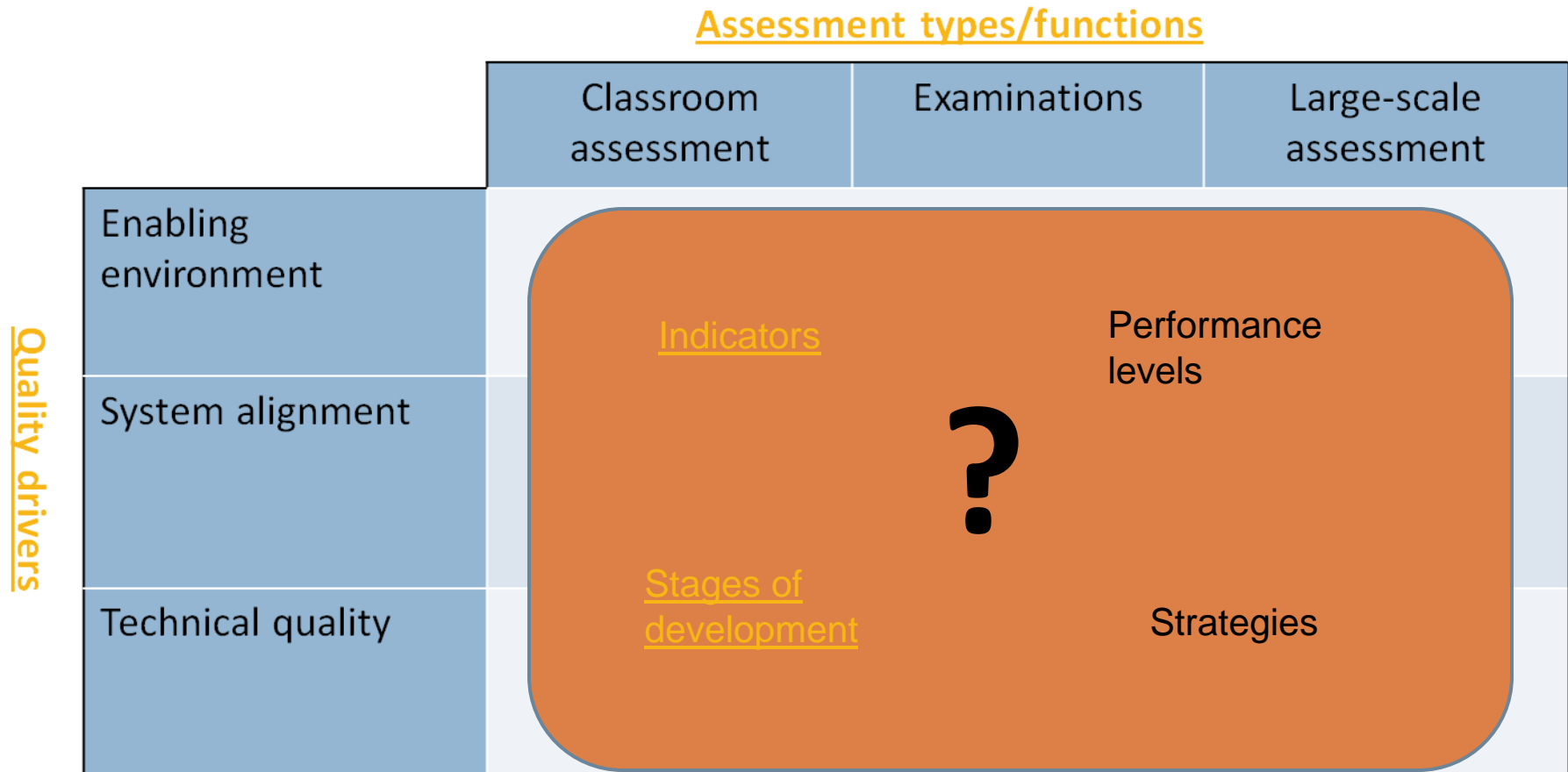
READ framework

Tools based on framework

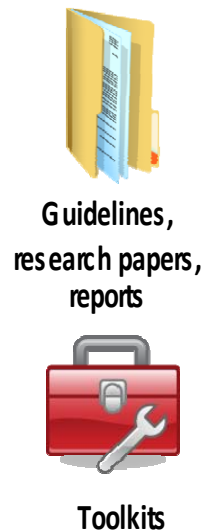| Title	Purpose	Main user/uses
1. Self diagnostic TORs	•Collect and discuss information on status of country's assessment system	•Country •Determine and reach consensus on strengths/weaknesses/needs of current assessment system
2. Strategy paper	•Framework for discussing priorities and next steps for building more effective assessment system	•Country and partners •Prioritize next steps for improving assessment system
3. Benchmarking rubrics & questionnaire	•Collect standardized data on key characteristics of countries' assessment systems and use to benchmark their 'maturity' levels	•Country, partners, global community •Compare countries' assessment systems to each other and to established standards for effectiveness
4. Illustrative case studies	•Identify practices countries have used to develop more effective assessment systems	•Country, partners, global community •Explore/validate key stages of development (and related strategies) in countries' assessment systems

Mozambique self-diagnosis summary

	Classroom assessment	Examinations	Large-scale assessment
Enabling environment	• Official policies and directives in place	• Extensive system in place • Funding insufficient	• INDE has solid institutional base • Fiscal resources not enough
System alignment	• Limited materials available to align practice with curriculum	• Exam results poorly shared • Weak exam-curriculum alignment	• Assessment survey results not widely shared/used by departments
Technical quality	• Classroom assess-ment practices are of poor quality	• Poorly functioning data management system	• Substantial experience • Room to improve in sampling, item analysis, test construction

Sample country profile based on benchmarking questionnaire and rubrics

Theme/dimension	MATURE (3 = ideal)	ESTABLISHED (2 = standard for good enough)	EMERGING (1 = on the way to meet the standard)	LATENT (0 = absence of the attribute)
		Maturity/quality level of large-scale assessment		
EE -- ENABLING ENVIRONMENT				
EE1 -- Policies				
Policy	🟩			
Stability	🟩			
Purposes	🟩			
EE2 -- Fiscal Resources				
Budget	🟩			
EE3 -- Organizational structures				
Autonomous and accountable		🟩		
Organizational structures	🟩			
EE4 -- Human resources				
Staff		🟩		
Sufficient number of staff	🟩			
SA -- SYSTEM ALIGMENT				
SA1 -- Curriculum				
Offer clear assessment framework	🟩			
Defines assessment domains	🟩			
SA2 -- Textbooks and pedagogical resources				
Provide guidance for the LSA	🟩			
Provide support for the LSA			🟥	
SA3 -- Pre- and in-service teacher training				
Cover LSA topics			🟥	
TQ -- TECHNICAL QUALITY				
TQ1 -- Design				
Documentation			🟥	
Sampling domain	🟩			
Sampling design		🟩		
Pilot study	🟩			
Test format		🟩		
Trends	🟩			
TQ2 -- Administration				
General	🟩			
TQ3 -- Analysis				

Next steps

Global products

Guidelines, research papers, reports

Toolkits

Country-specific activities

Institutional Strengthening

Diagnosis

Action Plan

Pilot

Lessons Learned
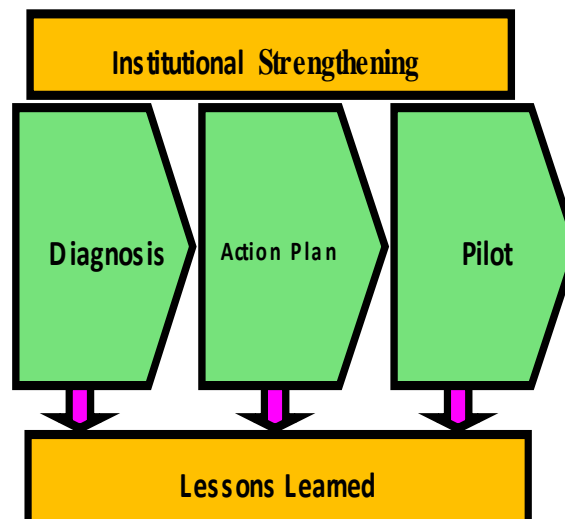
- **<u>Country level</u>**
  - Action plans
  - Implementation
- **<u>Global level</u>**
  - 'Roadmap' paper & tools
  - Survey, case studies
  - 2nd READ global conference

Further information

- **READ Website**

http://go.worldbank.org/C42AEVXDT0

- ❑ Vision note
- ❑ Annual report
  - ■ Includes Self-Diagnostic TORs
- ❑ 1st READ global conference materials
  - ■ Presentations by READ focal countries
  - ■ READ framework presentation