Regional Workshop on National Learning Assessment Systems in sub-Saharan Africa: Knowledge sharing and needs assessment

BY: The Ethiopian Delegates
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Outline

National Learning Assessment System

- Who carry out NLA
- Purpose
  - Implementation
  - Instrument Development
    - Grade/Population
    - Subject/Content coverage
    - Frequency
    - Data Analysis and Report writing
    - Result Disseminations
- Challenges of NLA in Ethiopia
Ethiopia's Learning Assessment System

The National Educational Assessment and Examinations Agency (NEAEA) is responsible for conducting national large-scale assessments in Ethiopia.

Purpose

- To provide information on student achievement levels in primary and general secondary education
- To identify factors that influence (enhance or retard) student achievement
- To analyze variations in student achievement by region, gender, location, and language of instruction
- To monitor changes in student achievement over time
- To recommend appropriate remedial actions to improve learning outcome
Main features

- The National Large scale Assessment (NLSA), is administered uniformly to students across the country and serves as a common metric for determining students’ achievement across the country.

- Standardized achievement tests developed based on minimum learning competencies at each grade level and key subjects
  - Tests developed by subject teachers and reviewed or validated by curriculum experts, test development experts and assessment specialists
  - Tests in grades 4 (20 instructional languages) and 8 (4 languages); grades 10 & 12 in English
  - Pilot tested in selected schools

- Questionnaires and focus group discussions on explanatory (school and non-school) factors Sample students: about themselves, their family conditions, interest and activities they carry out in spare time

- The teachers, school directors, and parents: about their students, school environment, teaching-learning process
School variables: distance to school, frequency of home works given, and availability of textbooks

Home variables: number of meals per day, number of, time helping with family chores, parents education, language spoken at home and language of instruction

Teachers qualification, experience in teaching, motivation, discussion with parents
Test Items Development Process (for NLA)

1. Pretest
2. Administer pretest
3. Item Analysis
4. Item statistics usable?
   - Revalidation
5. Operational
6. Review Items/Content validation
7. Test Item Writing
8. Table of Spec.
9. Doc. Analysis / Preconditions
Cont’d

• In Ethiopia, a large – scale assessment program has been in place since 2000.

• Administered at national level and exit grades of the general primary and secondary education.

• Grades: 4, 8, 10, 12 Grade 4: English, mathematics, environmental science, reading comprehension in mother tongue.

• Grades 8, 10 and 12: English, mathematics, biology, chemistry, and physics.

• Alternatively these grades may be substituted by a student population of certain year olds (11, 15, 17 or 19 year olds)

• Moreover, Early grade assessments (EGRA Mother Tongue, EGRA English and EGMA) were also administered.

• Measuring Early Learning and Quality Outcome (MELQO) is also on the process to conduct.
Cont’d

• Frequency of the assessments is every four years of interval for each NLAs.

• It provides a chance for school interventions to reveal their impact as education systems do not change rapidly.

• The population of the study is sample based. (nationally representative)

• The responsibility of using the findings is shared with various stakeholders such as policy makers, administrators, curriculum developers, school principals, teacher training institutions, assessment experts, teachers, students, parents and other stakeholders.
Cont’d

How results are reported

• percentage scores: 0 to 100%
• Standards: below basic, basic, proficient, advanced
• Results are used by MOE, Regional (District) Education Bureaus and Other stake holders.
• textbooks development
• curriculum revision
• teacher and leadership training Teacher licensing and re-licensing being considered
• school improvement program and school grant
• School inspection
Challenges of NLA

- Limited dissemination of NLA results to all stakeholders.
- Ethiopia has not yet participated in international large scale assessment.
- Inadequate staff to carry out assessment activities on system alignment and data analysis.
- NLA were delimited on MC items and it is unable to assess soft skills.
Thank you!