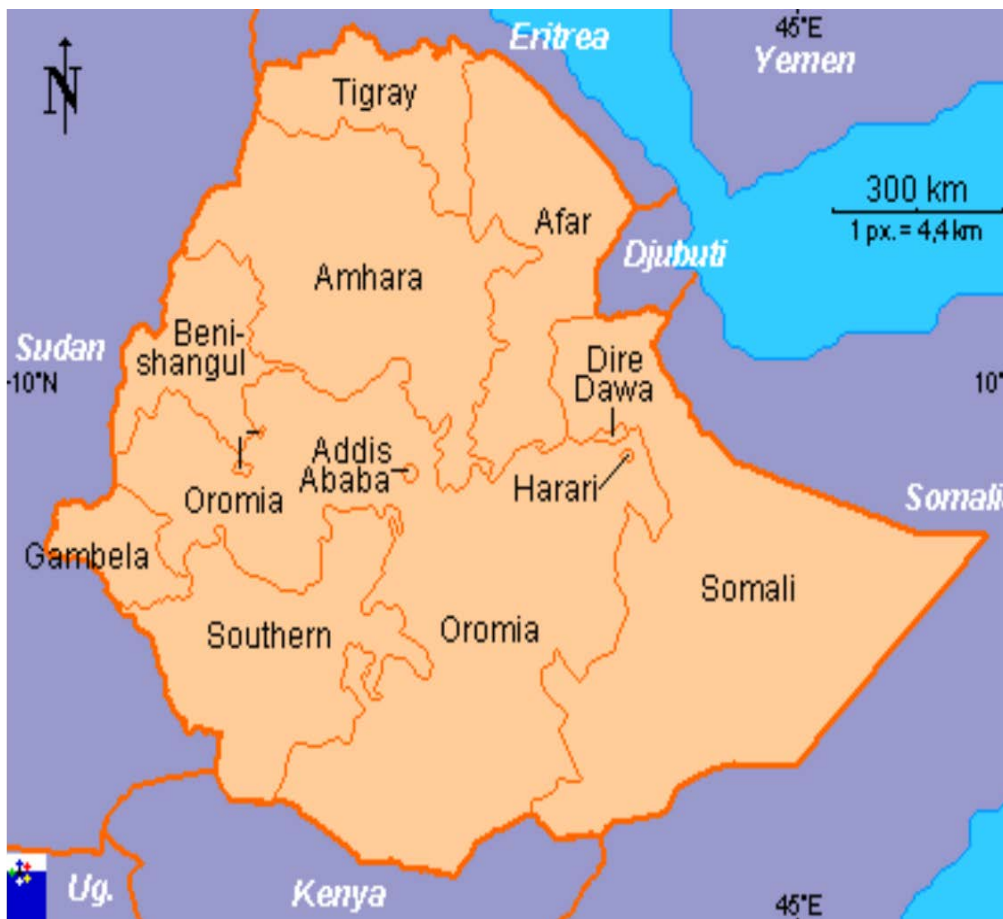




Regional Workshop on National Learning Assessment Systems in sub-Saharan Africa: Knowledge sharing and needs assessment



**BY: The Ethiopian
Delegates
Dakar - Senegal
December 6-8, 2017**



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

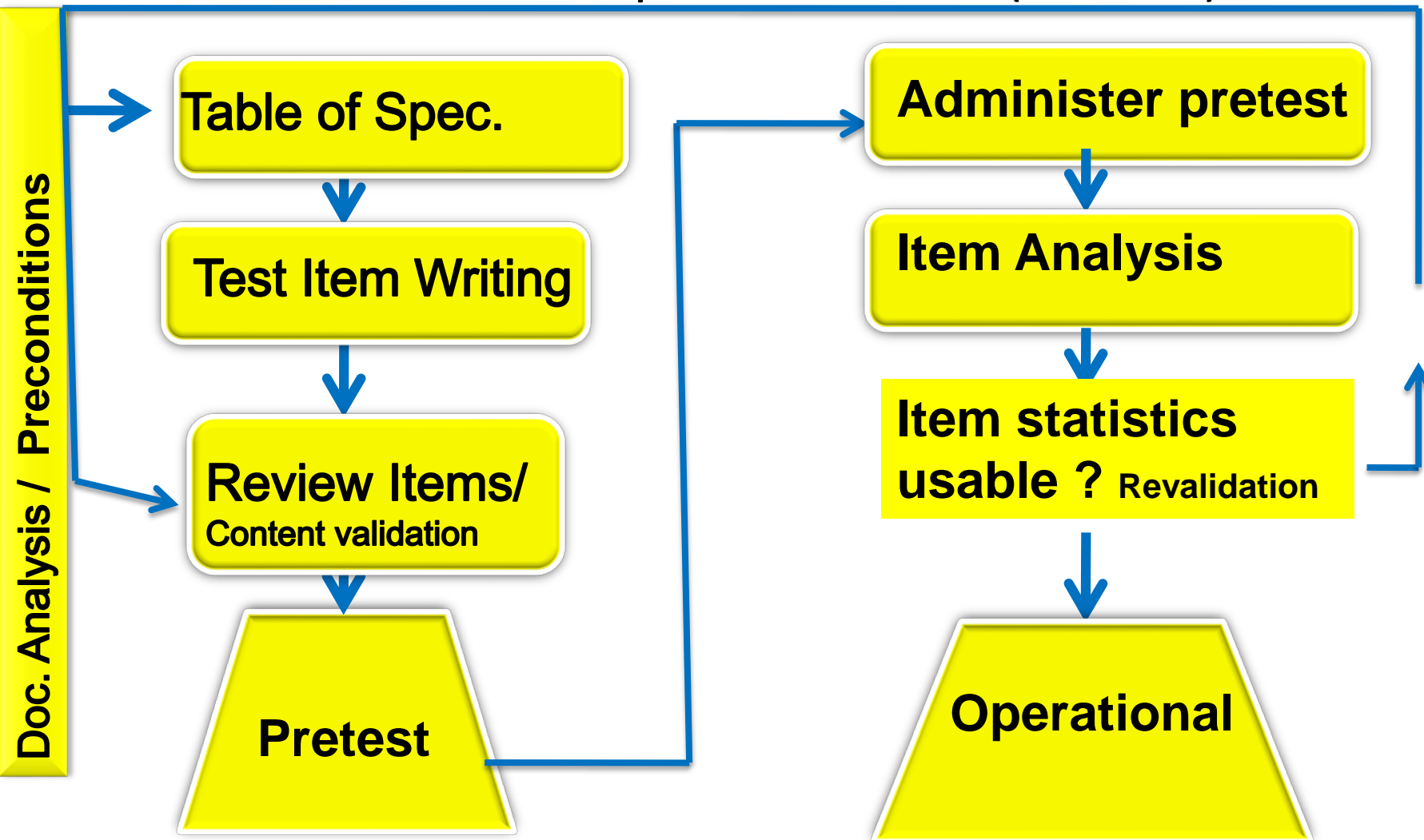
- The National Large scale Assessment (NLSA), is administered uniformly to students across the country and serves as a common metric for determining students' achievement across the country.
- Standardized achievement tests developed based on minimum learning competencies at each grade level and key 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)





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.
- General Education Quality Improvement Program (2009-13), (2013-2017)
- 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.



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The Federal Democratic Republic of Ethiopia Ministry of Education



Thank you!