Kingdom of Cambodia
Nation Religion King

Ministry of Education, Youth and Sport (MoEYS)
Education Quality Assurance Department (EQAD)

K-12
Student Learning Assessment Framework

June 2018

FOREWORD

Education reform in Cambodia over the last five years has offered significant achievements. The reform is timely and crucial to respond to the country's economic vision of achieving an upper-middle income economy status in 2030 and a high-income economy status in 2050. The economic vision is a cornerstone of stable economic growth that Cambodia has enjoyed over the last decade, and it also enables growing opportunities for education. At the same time, there are remaining tasks to be completed. Ways forward include enhancing quality of student learning in order to allow them to acquire knowledge, skill, and capacity to contribute to achieving the country's economic vision. By doing this, students can engage themselves with global socio-economic contexts. Strengthening student learning and enhancing student learning assessment are strategic in ensuring that learning outcomes can meet national and international expectations.

The Ministry of Education, Youth and Sport commits to delivering excellent and innovative education to all students. Key achievements resulting from the Ministry's commitment include such as establishing New Generation Schools, improving school-based management, upgrading qualification and quality of teacher training, and strengthening student learning assessment system at classroom, school, national, regional and international levels. Overall, the achievements ultimately enable students to reach desired learning outcomes, as aligned with needs of labor market. In this sense, student learning assessment is fundamental to education interventions.

The current K-12 student learning assessment framework is developed as a guide to principles of student learning assessment. The framework harmonizes existing student learning assessments. The framework highlights essential elements of student learning assessment system in Cambodia that drives direct learning and step-by-step student learning. The framework also serves as a key foundation for all relevant and accountable stakeholders, particularly for monitoring and evaluation purposes. The framework concludes with description of how to apply assessment results for improving learning and teaching.

The Ministry of Education, Youth and Sport would like to express profound thanks to all involved ministries and technical departments, especially the Education Quality Assurance Department, for supporting and developing this important framework. The Ministry strongly believes that the framework lights up pathway for all relevant implementation entities to monitor and evaluate K-12 student learning assessment in Cambodia.

Phnom Penh, 11 June 2018
Minister of Education, Youth and Sport

Dr. HANG CHUON NARON

ACKNOWLEDGEMENTS

This framework is a product of joint effort by Education Quality Assurance Department (EQAD) and RTI with a series of consultations from ministry's leaders and development partners/NGOs. Without any single entity, the framework would not be completed as it is.

First of all, we would like to express our utmost gratitude to **H.E Dr. Academician Hang Chuon Naron**, Minister of MoEYS, for his effective leadership and insightful advices in making the education reforms a reality. His support to EQAD's assessment team made this K-12 student learning assessment framework development come into light. Our sincere thanks also go to **H.E Dr. Academician Nath Bunroeun**, Secretary of State of MoEYS, for his practical leadership and guidance. His critical and guiding comments have added significant inputs to the final version of the framework.

Our sincere thanks further goes to USAID and RTI team for their financial and technical support, especially to Dr. Jonathan Stern and Dr. Peggy Dubeck for their effort in collecting information about existing student learning assessments and in putting all of them in the framework.

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Our appreciation goes to directors and officers/experts from technical departments and institutions including DCD, PED, QEMIS, GSED, ECED, TTD, SED and DEA for their collaborations and inputs. Without them, harmonizing the assessment practices would be a challenge.

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Education Quality Assurance Department, EQAD

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ACRONYMS

CBA	Classroom-based Assessment
DCD	Department of Curriculum Development
DEA	Department of Examination Affairs
DoE	District Office of Education
DoP	Department of Policy
DTMT	District Training and Monitoring Teams
ECED	Early Childhood Education Department
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Department of Education Management of Information System
EQAD	Education Quality Assurance Department
GPE	Global Partnership for Education
GSED	General Secondary Education Department
M&E	Department of Monitoring and Evaluation
MoEYS	Ministry of Education, Youth, and Sport
OECD	Organisation for Economic Co-operation and Development
PED	Primary Education Department
PISA	Programme for International Student Assessment
PISA-D	Programme for International Student Assessment for Development
PoE	Provincial Office of Education
QEMIS	Quality Education Management Information Systems
SEA-PLM	Southeast Asia Primary Learning Metrics
SED	Special Education Department
TTD	Teacher Training Department
USAID	United States Agency for International Development
TGL	Technical Group Leaders

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1. INTRODUCTION

The Royal Government of Cambodia is committed to reforming every sector in order to reach upper middle-income country status by 2030 and high-income country status by 2050. One factor that could help reach this long-term goal is improved human resources. The government seeks to produce sufficient human resources to satisfy growing country demands. The Ministry of Education, Youth and Sport (MoEYS) is assuming a key role in this work, while leading reforms in a variety of areas.

MoEYS is meant to provide people with all opportunities necessary to obtain the highest quality of life for themselves and Cambodia as a nation. As one step toward achieving this goal, the ministry has committed to improving the quality of teaching and learning, as well as that of the school system more broadly, in order to help learners, parents, communities, teachers and managers meet national standards. In order to understand whether or not these standards are being met (and goals achieved), it is necessary to have a means of measuring progress and performance. Accordingly, relevant and reliable assessments are required to assure that quality education is being provided, human resources are being improved, and Cambodia is on track for sustained and sustainable development.

1.1. Brief History of Educational Assessments in Cambodia

Educational assessments have been used in a variety of ways, for a variety of purposes in Cambodia. Traditionally, teachers have used assessments as a way of assessing the performance of their students. For example, teachers use monthly and semester assessments to determine whether or not their students have reach the intended learning goals and whether or not they should be promoted to the next grade (or level). Nationally, the MoEYS has used national examinations to evaluate learners for their transition phases—Grade 6 National Examination (recently eliminated), Grade 9 National Examination and Grade 12 National Examination were used to test the students for promoting them from primary to lower secondary, from lower secondary to upper secondary, and from upper secondary to higher education, respectively. While these assessments and processes are common knowledge for people throughout the education system (e.g. teachers, learners, relevant stakeholders, etc.), there are other assessments that are less commonly understood.

From the restoration of the system (1979) until 2000, large-scale assessments did not exist in the education system in Cambodia. It was instead dominated by 'small-scale' assessments (commonly known as school and classroom-based assessments), as noted above. In 2005, the MoEYS began the process of developing the National Student Learning Assessment, with support from the World Bank. As a result, National Student Learning Assessments for grades 3, 6 and 8 have been officially implemented since 2007, while the grade 11 assessment was officially piloted in 2018. More recently, Cambodia became involved in international and regional large-scale assessments as well (PISA-D in 2016; SEA-PLM in 2015).

Ultimately, the Cambodian education system implements a wide variety of diversified assessments for evaluating learning (including but not exclusive to those mentioned thus far in the introduction). Unfortunately, the purposes and implications of these assessments are not always fully understood by implementers and educators. Therefore, MoEYS has decided to develop an effective and applicable assessment framework for whole country, in order to outline and harmonize these varied assessment processes.

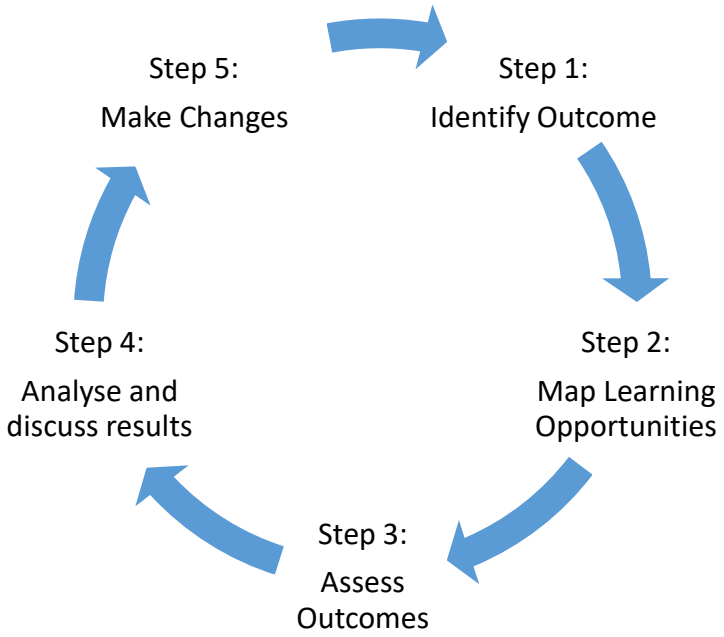
1.2. Why Conduct Assessments?

The ultimate goal of assessment in an education system is to provide a means for understanding and improving student learning outcomes. In general, assessments can diagnose the quality, effectiveness, merit, and value of systems, programs, products or practices. Through assessments, we are also able to diagnose performance and behavior (e.g. content knowledge, skills, literacy, numeracy, cognitive thinking skills, etc.). Therefore, assessments are critical to system success because they can help educators and stakeholders make decision on those systems, programs, products or practices. However, assessments need to be implemented properly and efficiently.

1.3. Assessment Processes

A proper approach to assessment requires more than just the single step of assessing. The approach can be completed in a systematic cycle—such as the five-step cycle noted in Figure 1.

Figure 1: Assessment process



The first step in the assessment process is to identify the learning outcomes of interest. Then it is necessary to map the learning opportunities that can help learners absorb the required

knowledge and skills for obtaining those outcomes. Next, the assessment itself is administered (for those selected as samples or populations). After that assessors (or technical experts) need to analyze the data, draw conclusions, and discuss the results and implications. Lastly, and perhaps most importantly, changes/improvements/revisions/etc. must be made, based on the results. Without this final step, assessment is very limited in its ability to affect change and/or improve performance, attain learning outcomes, and strengthen systems.

2. ASSESSMENT GOALS

2.1. The Ultimate Goals of Student Learning Assessments

The main goal of this assessment framework is to provide a comprehensive overview of all assessments designed for the measurement of student performance in the Cambodia's K-12 education system. Furthermore, as with any assessment framework, a focus has been placed on ensuring that all assessments are fit for purpose, complementary (while eliminating redundancy), and efficient (in order to maximize the amount of time that can be dedicated to teaching and learning). While each assessment has specific goals and objectives, and no individual assessment can cover all topics or serve all functions, the combined assessments in the framework have to serve three main purposes for the system:

To provide evidence of learning	The assessments must be able to collect all relevant information regarding the performance of the system and individuals within the system.
To inform policy/action	The assessment results must be able to inform teachers, school leaders, policy makers, and relevant stakeholders about the strengths, weaknesses and impacts of the system.
To improve teaching and learning	The assessment findings and implications must be used to develop recommendations that can support and improve the system, particularly with regard to student learning outcomes.

This assessment framework delineates how all types of student learning assessment correspond to each other to benefit schools and the whole education system and to guide further innovations and reforms, especially the implementation and monitoring roles of key players at the national and sub-national levels.

2.2. Key Principles and Inclusion Criteria

The following table provides an overview of the key principles of the assessment framework and the aims for all assessments included therein.

Table 1: Key principles and inclusion criteria

This Assessment Framework ensures that:
Purposes of all assessments are clearly defined
Assessments are valid for their stated purpose
The assessments provide unique information (avoid redundancy)

There are clearly defined expectations for use of assessment data
All assessments (individually and comprehensively) are clearly designed not to assume excessive instructional time
Assessments scope recognizes current and future funding
Guidelines are available for assessment development and administration, as well as use of data*

*This principle was rarely met and requires further consideration

Furthermore, this K-12 Student Learning Assessment Framework has been designed to include all assessments that meet the following criteria:

1. All assessments must focus on the measurement of student performance and/or student learning needs.
2. This framework covers all assessments that are administered at all levels of the system (e.g. National MoEYS departments, provincial and districts offices, schools and teachers) and for all purposes (e.g. formative, summative, diagnostic, screening, etc.)
3. This framework covers educational assessments for all non-higher education grades. Therefore, all assessments from preschool through Grade 12 are included.
4. Additionally, only those assessments that are universally applied throughout the education system (or are intended to do so) are included.

As such, measures of teacher performance, school climate, parental/community involvement, etc., while important for educational success, are not relevant to this particular framework. Assessments that are currently being used in small-scale projects or pilot programs (without clear indications of scale-up), or those being used by development partners or others outside the MoEYS are also not germane to this framework.

3. ASSESSMENTS

Previously, there were various assessments implemented in Cambodia. Thus, the MoEYS harmonized these assessments based on its principles and ultimate goals. These assessments are listed in the table 2 below.

3.1. K-12 Student Learning Assessments in Cambodia

After harmonization, as well as the combination of additional assessments, there are ultimately ten student learning assessments that remain for inclusion in the assessment framework. For simplicity and clarity, all 12 assessments have been grouped into two main layers, which follow EQAD guidelines on inspection and quality assurance. They are external assessments and internal assessments.

Table 2: Layers of K-12 Student Learning Assessment

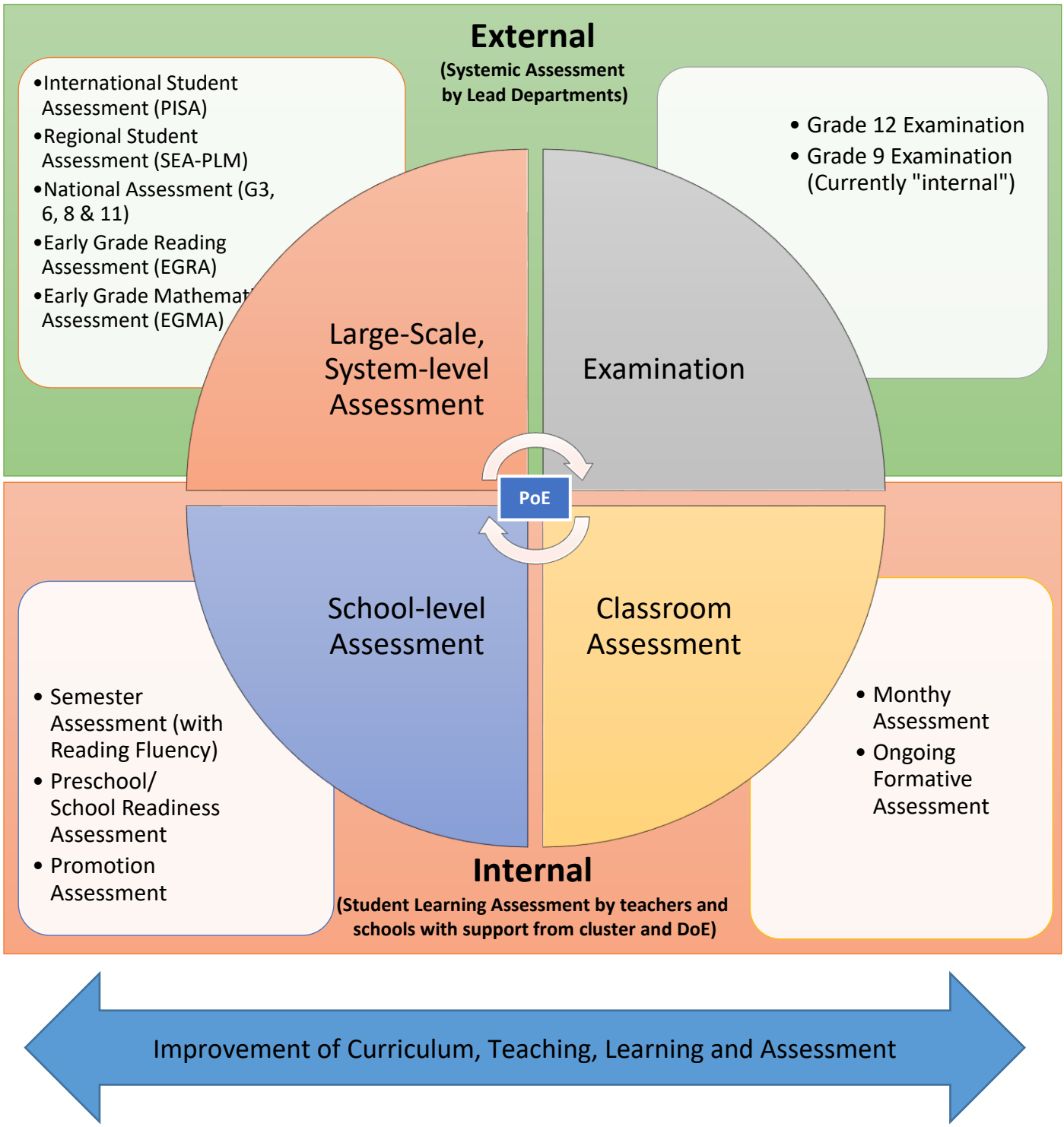
External		Internal	
International and Regional Assessments	**National System Diagnostics**	**School- and Classroom-based High-Stakes Assessments**	**School- and Classroom-based Formative Assessments**
Programme for International Student Assessment (PISA) Southeast Asia Primary Learning Metrics (SEA-PLM)	National Student Assessment Grade 12 National Examination Early Grade Reading Assessment (EGRA) Early Grade Mathematics Assessment (EGMA)	Grade 9 National Examination Promotion Assessment Classroom-based Assessment – Semester/reading fluency	Preschool/ School Readiness Assessment Classroom-based Assessment – Monthly Classroom-based Assessment–Ongoing

3.2. Assessment Layers and Responsibility Personnel

With the harmonization process, it is anticipated that the linkage of curriculum, teaching and learning and student assessment is well established from the classroom level to the school level, to the district level, to the provincial level and ultimately to the national level and vice versa. This also ensures the coherent flow of student learning assessment practices and monitoring system in order to increase student achievement in line with the ministry's Education Strategic Plan and Education SDG4. The diagram below describes the interactive nature of all types of assessment and implementation bodies in this K-12 student learning assessment framework. As can be seen, four types of student learning assessment are currently practiced for various purposes. Without delineation and harmonization in this framework, the student learning assessment can still be ad hoc, not fit for purposes, otherwise overlapping. This framework presents where each assessment is and used for so that the implementers and monitors can be better guided in their routine work.

1. The first set of assessments is classroom assessment— very formative and more direct to student learning, conducted on a regular basis and led by teachers. The use of this assessment could be meaningful with technical support from cluster and/or district. School directors should reinforce it through regular monitoring, otherwise link it to school-self assessment, which is currently required in the DTMT monitoring.

Figure 2: K-12 student learning assessment



2. The second set is the school-level assessment, with both diagnostic and high-stakes purposes. But how it is implemented is not clearly linked to the work of the cluster or to that of the DoE. Given the nature of this assessment, uniformity and quality are critically important. In addition to school principal, cluster and district should have a strong monitoring role in this.
3. The third student learning assessment is high-stakes and conducted at grades 9 and 12 through the national examinations to promote students to grade 10 and to the university, respectively. Currently, the grade 12 examination is conducted nation-wide and led by the DEA; whereas the grade 9 examination appears more internal, having each school implement it. Score comparison is thus a great concern for the latter. Uniformity and quality are also critically important.
4. The final assessment is large-scale and fit for whole-system diagnosis. It is led by EQAD but its impact materializes when evidence-based interventions at the national and sub-national levels are really taking place. Results from this assessment should be used for systemic policy making, planning and interventions.

Overall, regardless of the levels of implementation, PoE as can be seen in the core of the framework is viewed as the key entity to link all types of assessment and to ensure student learning is assessed properly (fit for purpose) and its results are of useful link to the existing internal and external inspection system.

3.2.1. External Assessments

These assessments occur external to the school. As such, these assessments are administered by central, provincial or district level ministry staff.

a. International and Regional Assessments – This category includes all assessments that are designed for the purpose of measuring performance against international standards. For these assessments, Cambodia is just one of many nations participating in an assessment that follows internationally or regionally defined guidelines, protocols and item development, with explicit standardization that allows for cross-national comparability.
b. National System Diagnostics –These assessments are administered nationwide but responsibilities and oversight for these assessments ranges from the central level down to the school level. These assessments are designed for the purpose of measuring performance at the system level, with the goal of identifying strengths as well as weaknesses areas for system improvement.

PISA for Development (PISA-D)

Lead Department: EQAD (with support from OECD) is responsible for test development and administration, data collection, data entry, data analysis, as well as report writing and dissemination. All aspects of this assessment are carried out at the central ministry level.

Overview: The PISA-D assessment came to Cambodia as a part of OECD's initiative to encourage and facilitate PISA participation among low and middle income countries. Cambodia is one of nine countries to participate in the initiative—using this opportunity to learn from international

experts how best to administer large-scale assessments and to use the data for evidence-based decision making. The assessment is not based on each participating country's curriculum but on the global competency framework and is designed to provide a nationally-representative system diagnostic of 15 years old in mathematics, reading and science. It is also intended to be used for international comparisons (as scores from all countries will be scaled and placed on league ranking tables). Future iterations would also allow the MoEYS to examine trends over time. PISA-D data were collected in late 2017 with a nationally-representative sample of 15-year-old children.

> **Note:**
> *PISA-D is a one-off project initiative by OECD. Cambodia participated in this project in 2015 and completed successfully in 2018 with proud results and good experiences. Cambodia decided to participate in main PISA, which the first cycle for Cambodia is in 2021 with a 3-year cycle. Therefore, PISA will substitute PISA-D in Cambodia context onward.*

Impact/Use: First and foremost, PISA-D is a capacity building exercise for EQAD. However, the data itself are also valuable to understand how Cambodian 15 years old perform against international standards, as well as to learn about how Cambodia performs against other countries participating in the assessment. EQAD is responsible for disseminating results but all departments should think critically about what the results say about student performance and how they can be used to address shortcomings in the educational system.

Southeast Asia Primary Learning Metric (SEA-PLM)

Lead Department: EQAD is responsible for test development and administration, data collection, data entry, data analysis, as well as report writing and dissemination. All aspects of this assessment are carried out at the central ministry level.

Overview: SEA-PLM is a generic curriculum-based learning assessment that has been developed specifically for Southeast Asian countries. The Grade 5 assessment focuses on the constructs of reading, writing, mathematics and global citizenship. It is also accompanied by background questionnaires, intended to collect data from students, parents, teachers and schools. The first administration in Cambodia is planned for 2019. The first administration of SEA-PLM in Cambodia is scheduled for 2019.

Impact/Use: SEA-PLM provides a regionally standardized diagnostic of four subjects, for a nationally-representative sample of Grade 5 students. This information can be used to inform system improvements (through avenues such as teacher training and school management). It will also be used for regional comparisons (to measure Cambodia's performance against other SEAMEO countries). With repeated cycles, it can also be used to track and present progress over time.

National Assessment (Grades 3, 6, 8, 11)

Lead Department: EQAD is responsible for test development and administration (with support from PED, DCD, TTD and GSED), data collection, data entry, data analysis, as well as report writing and dissemination. All aspects of these assessments are carried out at the central ministry level.

Overview: This is a standardized, nationally-representative assessment of student performance that is related to curricular expectations. The current sample design is established to collect data from approximately 200 public and 30 private schools (with 30 students per school). Data are collected during the last month of the school year and test administration takes two days. The national assessment has been previously administered in Grades 3, 6, and 8; Grade 11 has recently been added to the roster, thus making administration a four-year cycle for each grade.

Impact/Use: The national assessment is intended to identify factors impacting student achievement, while informing policy, practice and education documents. Additionally, the national assessment is used to examine trends over time. The grade 8 and grade 11 assessments are also meant to provide periodic measures of examination readiness. EQAD will disseminate findings but recommendations and policy changes will fall under the purview of other departments. For ease of interpretation, dissemination should focus on proficiency levels instead of scaled scores.

Early Grade Reading Assessment (EGRA)[1]

Lead Department: EQAD is responsible for test development and administration (with support from other MoEYS departments), data collection, data entry, data analysis, as well as report writing and dissemination.

Overview: Early Grade Reading Assessment is composed of a small number of EGRA subtasks that are administered to lower primary school students (grades 1-3) in the same schools as sampled for the Grade 3 National Assessment. As such, this assessment will occur every four years. This individually administered assessment takes approximately 10-15 minutes to administer per student by using the tablets. The assessment is an adapted version of the MoEYS EGRA (Early Grade Reading Assistance) that was created and piloted in 2016. The assessment will serve as system diagnostic for lower primary school level, using curriculum-independent measures of student performance.

[1] Early Grade Reading Assessment (EGRA) differs from Early Grade Reading Assistance (EGRA) which is under the responsibility of PED. Early Grade Reading Assessment is focused on assessing basic Khmer reading skills while Early Grade Reading Assistance is focused on interventions to improve those skills.

However, some attention should be paid before conducting this assessment.

Note:
This assessment is intended to fill the gap of examining reading performance prior to upper primary school level or next grade. As planned, EGRA should be administered with a sample of lower primary school students in the same schools (and at the same time) as assessors are collecting data for the Grade 3 national assessment. As such, this assessment will occur every four years. EGRA should focus on key subtasks for lower primary school level (such as letter knowledge, word reading, and passage reading) and should remain brief for efficiency. EQAD is able to adjust the grade level (1, 2 or 3) with acceptable reasons to conduct this assessment but EQAD needs to be careful in the data collection with a new data collection method, using the tablets.

Impact/Use: EGRA will be used to identify strengths and weaknesses of basic reading skills, using a nationally representative sample. It will provide information about reading ability prior to upper primary school level or next level and it will be paired with the national assessment in order to streamline data collection. It will require separate dissemination from the Grade 3 National Assessment but will have similar implications.

Early Grade Mathematics Assessment (EGMA)[2]
Lead Department: EQAD is responsible for test development and administration (with support from other MoEYS departments), data collection, data entry, data analysis, as well as report writing and dissemination.

Overview: Early Grade Mathematics Assessment is composed of a small number of EGMA subtasks that are administered to lower primary school students (grades 1-3) in the same schools as sampled for the Grade 3 National Assessment. As such, this assessment will occur every four years. This individually administered assessment takes approximately 10-15 minutes to administer per student by using the tablets. The assessment is an adapted version of existing Cambodian EGMA (Early Grade Mathematics Assistant). The assessment will serve as system diagnostic for lower primary school level, using curriculum-independent measures of student performance.

Impact/Use: EGMA will be used to identify strengths and weaknesses of basic mathematics skills, using a nationally representative sample. It will provide information about mathematics ability prior to upper primary school level and it will be paired with the national assessment in order to streamline data collection. It will require separate dissemination from the Grade 3 National Assessment but will have similar implications.

[2] Early Grade Mathematics Assessment (EGMA) differs from Early Grade Mathematics Assistance (EGMA) which is under the responsibility of PED. Early Grade Mathematics Assessment is focused on assessing basic numeracy skills while Early Grade Mathematics Assistance is focused on interventions to improve those skills.

However, some attention should be paid before conducting this assessment.

Note:
This assessment is intended to fill the gap of examining mathematics performance prior to upper primary school level. As planned, EGMA should be administered with a sample of lower primary school students in the same schools and at the same time as assessors are collecting data for the Grade 3 national assessment. EGMA should focus on key subtasks for lower primary school level and should remain brief for efficiency. EQAD is able to adjust the grade level (1, 2 or 3) with acceptable reasons to conduct this assessment but EQAD needs to be careful in the data collection with a new data collection method, using the tablets.

National Examination (Grades 12)

Lead Department: Department of Examination Affairs (DEA) has oversight for all aspects of the Grade 12 national examination (but writing, scoring, analysis, administration, etc. incorporates staff from all departments and all levels of the system).

Overview: The Grade 12 exam is a 2-day exam (also administered to groups of 25 students with teachers serving as supervisors) and it covers 7 subjects in one of two streams: science or social science. Students are categorized into five grades: A, B, C, D, and F (where F constitutes failure). In order to sit for the Grade 12 exam, the same criteria must be met as for Grade 9, with the addition of the passage of the Grade 9 exam itself.

Passing an exam leads to passage certificates that are provided for each student.

Impact/Use: The Grade 12 national examination is a standardized secondary school leaving exam. It is additionally used for some higher education admission decisions (including scholarships). It is of important use for the diagnosis of student performance per curricular subjects and learning outcomes.

3.2.2. Internal Assessments

These assessments occur internal to the school. As such, these assessments are administered on a census basis (where applicable) by school level staff.

a. School- and Classroom-based High Stakes Assessments – By definition, these assessments have 'high-stakes' implications for students. More specifically, the results from these assessments are used to make important decisions about students' educational opportunities (e.g. retention, promotion, graduation, etc.).
b. School- and Classroom-based Formative Assessments – These teacher-led assessments are designed to provide teachers with the knowledge necessary to modify teaching and learning activities in the classroom, with the ultimate goal of improving student performance.

National Examination (Grades 9)

Lead Department: The Grade 9 national examination is under the purview of school directors but oversight has been retained at the provincial level (under GSED).

Overview: The Grade 9 exam is 2-day exam that is administered to groups of 25 students at a time, with teachers serving as test supervisors. All subjects are tested in Grade 9 and students are graded in four categories: below average, average, fair, and good—students designated as "below average" do not pass the exam. In order to sit for the exam, three criteria must be met: passage of classroom assessments, fewer than 20 unexcused absences, and passage of a teacher evaluation of student behavior.

Passing an exam leads to passage certificates that are provided for each student (Grade 9 students receive a provincial certificate).

Impact/Use: The Grade 9 national examination is intended to serve as a high-stakes end of cycle exam or basic education, in order measure Grade 10 readiness and serve as the promotion assessment. Passing this assessment is also the first step toward eligibility for sitting for the Grade 12 examination.

Promotion Assessment (Grades 1-5, 7, 8, 10, 11)

Lead Department: PED is responsible for producing overall guidance notes on the promotion assessments for Grades 1-5; GSED is responsible for guidance in Grades 7, 8, 10, and 11. School principals are responsible for creating the assessments themselves (with guidance from PED/GSED).

Overview: This teacher-led assessment has been designed to be administered to students who do not reach a score of at least 50% on their averaged semester assessments. The coverage of this assessment is for all grades, except those at the end of each level (primary, lower secondary, upper secondary). This assessment is created by school principals and administered by teachers (and only exists for Khmer and mathematics). In primary, the second semester assessment is administered in June/July and the promotion assessment is then administered at the end of August (for any student who fails to pass based on the semester assessments). If a student does not pass, he or she will have another opportunity to take the promotion test at the beginning of the following year. In secondary schools, the promotion test is only administered once (at the beginning of the following school year).

Impact/Use: This second-chance promotion assessment is administered in order to reduce repetition rates. If a student passes, he or she is promoted to the next grade. Failure to pass the second promotion test results in grade repetition.

However, some attention should be paid before conducting these assessments.

Note:
Students should be given enough opportunities to learn or supplementary teaching or coaching to prepare for the promotion assessment. Most importantly, clear guidelines must be provided on how to create this assessment. It is currently unclear how the material on these assessments differs from that of the semester assessments and/or how they are actually created (or standardized) to ensure that they appropriately measure what is required for promotion.

Classroom-based Assessment - Semester (Grades 1-12) with Reading Fluency (Grades 3 & 6)

Lead Department: PED/DCD are responsible for providing overall guidelines for these assessments in primary grades, while GSED has the guidance role in secondary grades. Teachers are responsible for creating the assessments themselves (though they are sometimes created at the school or cluster level)—as such, district offices of education play a crucial role in guidance and oversight.

Overview: These assessments occur twice per year (approximately at the end of each semester, in lieu of that month's monthly assessment), as per MoEYS policy. They are teacher-created and teacher-led assessments, with guidelines provided to teachers by PED and GSED. They are summative assessments that are designed to measure whether or not students have learned what they were taught in each of the two semesters of the school year. They are administered in all subjects. Per recommendation, the Reading Fluency for grade 3 and grade 6 which are the M&E indicator requirements are added to the semester assessments in those grades (see the Figure 3).

Impact/Use: These assessments are high stakes, in that the combined average of the end of first semester and end of school year scores are used for retention/promotion decisions. Scoring less than 50% on the average score designates a student for retention. The scores are also used by QEMIS to create school reports and identify schools most in need of additional support.

However, some attention should be paid before conducting these assessments.

Note:
These assessments are currently unstandardized, as they are teacher/school created (though sometimes they are developed at the cluster level). Therefore, they are not comparable outside of the school and should not be used for comparative reporting. These assessments should at least be standardized at the cluster/district level. This would allow for comparisons across schools within districts (while also allowing for a level of decentralization).
Regardless of the level at which these assessments are created, clear guidelines must be provided on how to develop items. And all schools must receive guidelines on how to administer the assessment. Furthermore, QEMIS should only make comparisons (i.e. provide averages in reports) at the level at which the assessment is standardized.
Lastly, it is recommended that the current MoEYS reporting requirements for reading fluency scores are integrated into the semester assessments. This would mean reducing the quarterly reporting to semesterly reporting. It would, however, streamline data collection efforts. And the information from the reading fluency assessment (administered to all students in Grades 3 and 6) could be used both for formative purposes (particularly after the first semester) and to fulfill indicator requirements.

Preschool / School Readiness Assessment (Upper Kindergarten and Grade 1)
Lead Department: ECED is responsible for all aspects of the preschool assessment. Grade 1 teachers will be responsible for administering the school readiness assessment.

Overview: This assessment, administered three times per year to five-year old children in upper preschool (in public preschools), is intended to examine preschool student performance (and progress against preschool expectations). It is administered at the beginning, middle and the end of each school year. The assessment contains 18 indicators across five domains: physical/health, socio-emotional learning (SEL), moral/cultural, language, and thinking. The indicators are aligned with the curriculum and were developed by the MoEYS with support from UNICEF. This assessment is individually-administered and administration time ranges from approximately 10-20 minutes per student. This is a low-stakes assessment that is not tied to decision about promotion (as all students are promoted, regardless of their performance). Additionally, the results from the final administration of this preschool assessment can be used as a measure of school readiness. **For those students who do not attend public preschool, this assessment should be administered at the beginning of Grade 1, in order to assess student preparation at the beginning of the year.**

Impact/Use: In addition to providing formative information on student progress throughout the final year of preschool, this assessment can also serve as a useful measure of school readiness (administered either at the end of preschool or the beginning of grade 1).

However, some attention should be paid before conducting this assessment.

Note:
However, *teachers have still received minimal training on how to use these assessment results to improve preschool instruction. Additionally, results from the end of school year assessment are not currently provided to Grade 1 teachers (i.e. the results do not follow the student to primary school). Therefore, the value of this assessment could be improved by providing teachers with additional training on assessment administration and use of results. Additionally, these results should be added to student portfolios and provided to the primary schools after transition. Since the MoEYS only has control over public schools, it is not possible to ensure that this gets extended to private and/or community preschools. For those students who do not attend public preschool, this assessment will be administered at the start of Grade 1 (which therefore requires training and guidance to be provided to Grade 1 teachers).*

Classroom-based Assessment - Monthly (Grades 1-12)
Lead Department: PED and DCD are jointly responsible for assessment guidelines and protocols in primary schools but the assessments are developed and administered by teachers. For secondary, GSED is responsible for guidelines and oversight.

Overview: These teacher-led assessments are required to be conducted on a monthly basis by the MoEYS (in all months except for those in which Semester assessments occur). They are to be administered to all students, to determine if students understood the material they were expected to learn. These assessments are used in all subjects. There is no explicitly stated format or clear guidance on what these should look like but it is expected that all lessons include some aspect of review/assessment.

Impact/Use: These 'assessments' should be used for formative purposes (i.e. to understand student learning and to revise teaching accordingly). They are valuable for identifying strong and weak students, in order to better understand how to target diverse needs in the classroom. It is essential that teachers have a clear understanding of how this assessment test is developed and how these data are to be used—without such guidance, the purpose of these assessments will be very limited.

Classroom-based Assessment–Ongoing
Lead Department: PED and DCD are jointly responsible for assessment guidelines and protocols in primary schools but the assessments are developed and administered by teachers. For the secondary level, GSED is responsible for guidelines and oversight.

Overview: These teacher-led assessments are required to be conducted on a regular basis. It is intended for teachers to be able to regularly measure student learning and progress per the learning outcomes and should be used as much formative as possible. It is conducted in an

informal way in every lesson such as quiz, homework, group discussion, mini-project, problem-solving tasks, etc. Teachers should be guided by a variety of realistic formative assessment tools to ensure that students are learning from more sophisticated and relevant teaching methods and activities.

Impact/Use: This assessment is valuable not only for identifying strong and weak students, in order to better understand how to target diverse learning needs in the classroom but also for diversifying classroom activities to ultimately promote active and independent learning culture. Teachers should receive additional pedagogical training and written guidance on how to conduct ongoing formative classroom assessment. In addition, teachers should be mentored to be able to use different formative assessment tools in classroom teaching practices. Incorporating this type of assessment in pre-service and in-service teacher training has added-values to long-term enhanced classroom assessment.

3.3. Harmonization process

To ensure all kinds of assessment are fit for purpose, there is a need for a harmonization among them and at the same time all levels of implementation bodies are required to perform specific supporting or monitoring roles as described below to ensure that the assessment results are a useful reflection of student learning at the class, school and system levels:

Table 3. Harmonization process

Layer	Type of assessment	Implementation Entities	Harmonization Process	OTHERS/COMMENTS
External	International and regional student assessment	EQAD	Retain	EQAD needs to integrate the experience of international and regional student assessment into the national context of student assessment.
	National Student Assessment		Retain	EQAD continues to highlight the gaps in curriculum, teaching, learning and student assessment in order to promote informed practices by relevant technical departments.
	Early Grade Reading		**Add but**	EQAD starts *a new data collection*

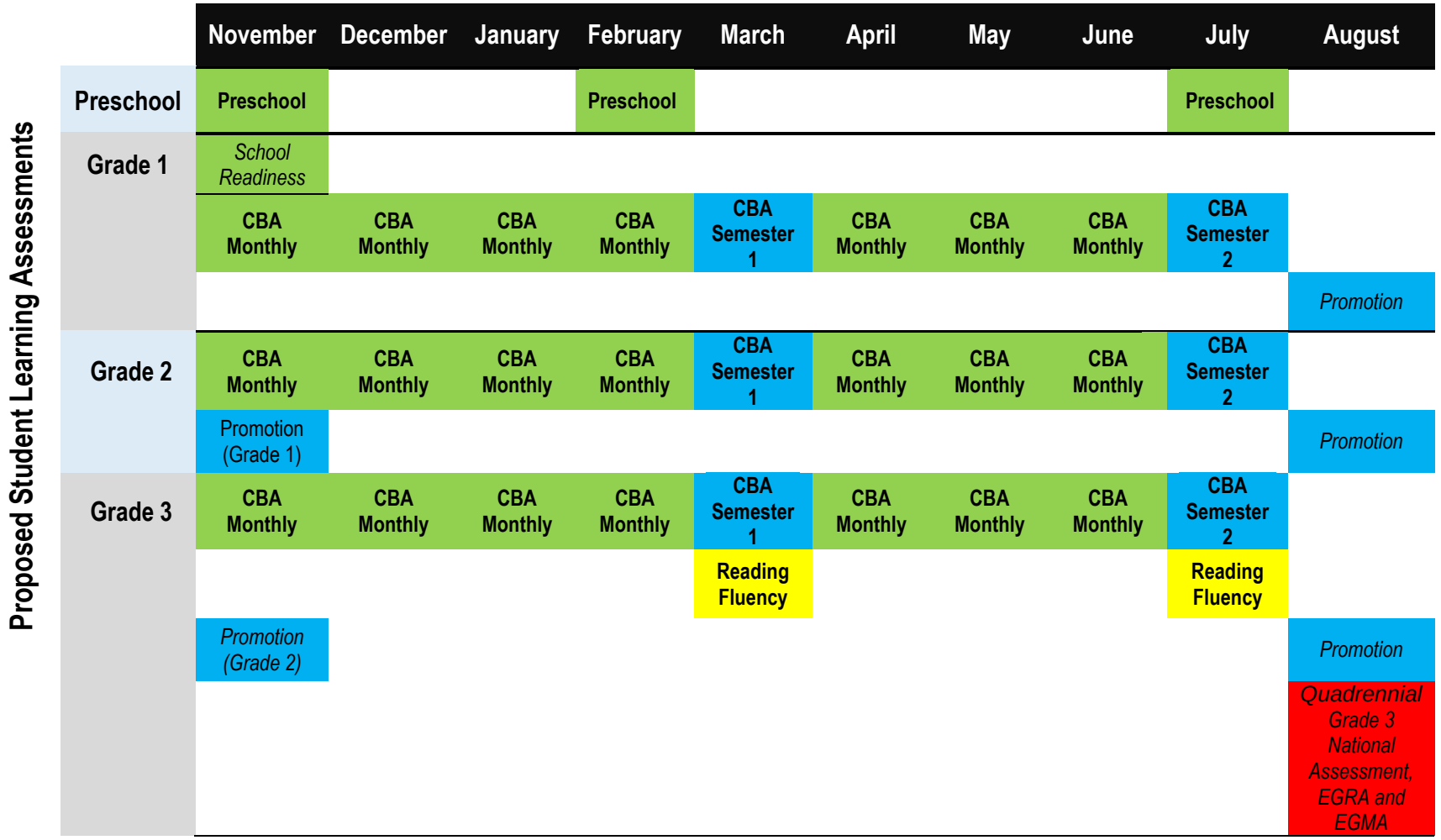
	Assessment (EGRA)		EQAD needs to work with PED to define the purposes of the assessment and to align them with Early Grade Reading Assistance.	*method using the tablets. EQAD needs to consider the grade level whether it should be conducted at grade 1, 2 or 3) with acceptable reason(s).*
	Early Grade Mathematics Assessment (EGMA)		**<u>Add but</u>** EQAD needs to work with PED to define the purposes of the assessment and to align them with Early Grade Mathematics Assistance.	EQAD starts *a new data collection method using the tablets. EQAD needs to consider the grade level whether it should be conducted at grade 1, 2 or 3) with acceptable reason(s).*
	Grade 12 National Examination	DEA	Retain	DEA needs to ensure student learning outcomes are measured per intended and implemented curriculum.
Internal	Grade 9 National Examination	School	**<u>Retain but</u>** each school must follow the test design template closely.	DoE and PoE have a monitoring role to ensure each school is able to develop the test per the desired template. Standardization can be considered at the district or provincial level in the long run.
	Promotion Assessment	School	**<u>Retain but</u>** DoE should facilitate the development of a standardized promotion test.	School principal and DoE/PoE has a monitoring role in this.

	Classroom-based Assessment – Semester (with Reading Fluency)	School	**<u>Retain but</u>** each school must follow the test design template closely.	School principal and DoE/PoE has a monitoring role in this. Standardization can be considered at the district or provincial level in the long run.
	Preschool/School Readiness Assessment	School	**<u>Retain but</u>** each school must follow the test design template closely. DoE should facilitate the development of a standardized preschool/school readiness assessment test.	School principal and DoE/PoE in collaboration with PED and ECED have a monitoring role in this.
	Classroom-based Assessment – Monthly	Teacher	**<u>Retain but</u>** cluster facilitate the development of a standardized monthly assessment test.	School principal and DoE has a monitoring role in this.
	Classroom-based Assessment– Ongoing	Teacher	**<u>Add but</u>** Teachers should ensure each lesson teaching is assessed by formative tools against the lesson objectives.	DCD, school principal and DoE have a monitoring role in this. Cluster should regularly discuss teachers' ongoing formative assessment in the monthly technical meeting.

3.4. Assessment Implementation and Timeline

The following figure provides an overview of the proposed student learning assessment framework by grade and approximate month of the school year. The figure is color-coded by assessment category and provides a clear picture of the frequency and purpose of assessment in each grade from preschool through Grade 12. Assessments in the figure listed in bold font are administered to all students; those in italics are administered to a sample of students (either a random sample like the national assessment or a purposeful sample like promotion assessment (only given to those students who are at risk for being retained)). The main purpose of this figure is to show the complementary nature of the assessments in the system (by grade), while also showing how this framework minimizes the number assessments that are conducted at similar times and/or for similar purposes within a single grade. In other words, this figure displays an assessment framework that is efficient and complementary, while limiting redundancy and providing as much room as possible for instructional time.

Figure 3: Student Learning Assessment by Grade, Frequency, and Type



LEGEND: Int'l/Regional; System Diagnostic; High Stakes; Classroom-based Formative; Monitoring

Proposed Student Learning Assessments

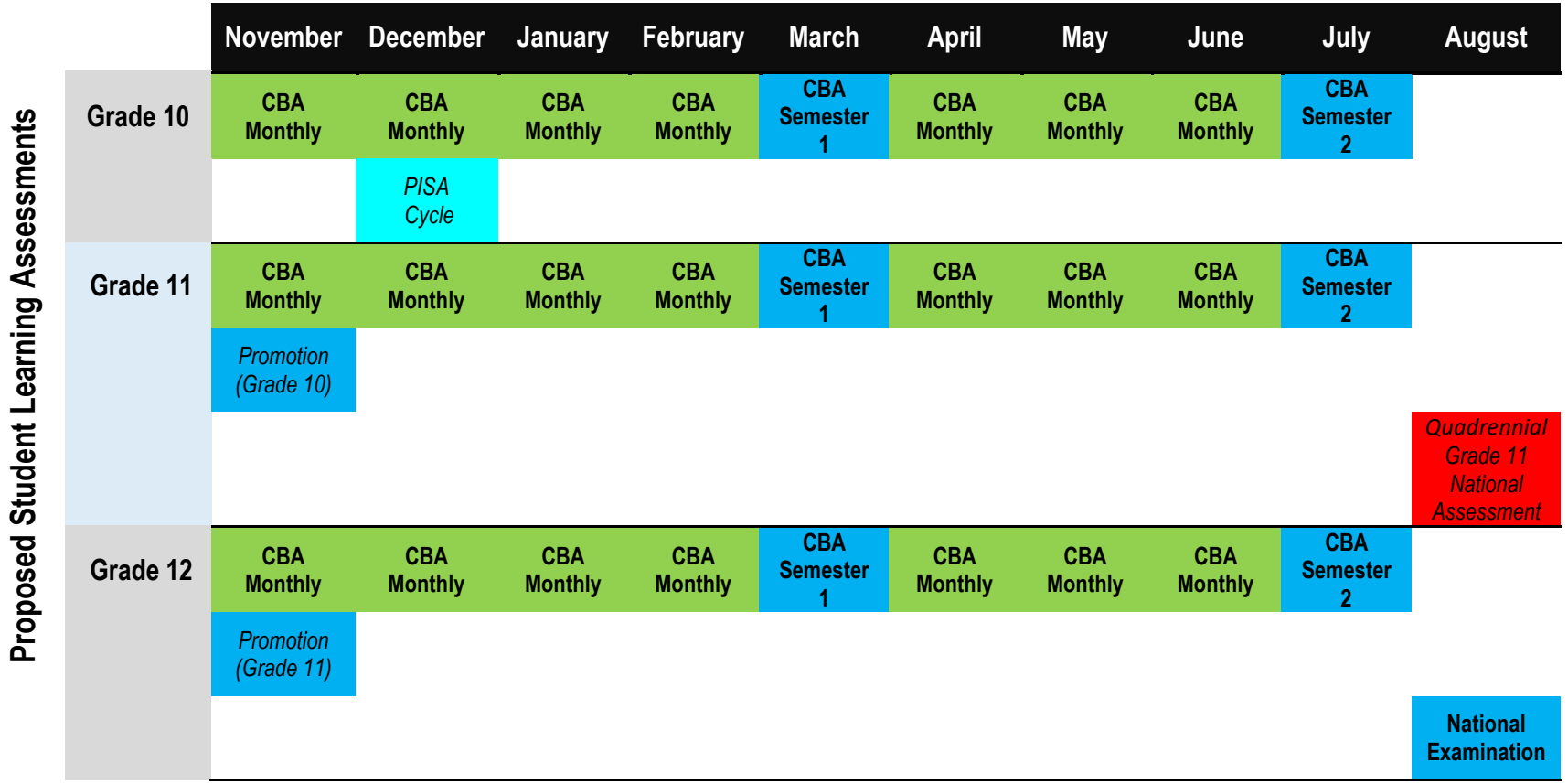
	November	December	January	February	March	April	May	June	July	August
Grade 4	CBA Monthly	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 1	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 2	
	Promotion (Grade 3)									*Promotion*
Grade 5	CBA Monthly	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 1	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 2	
	Promotion (Grade 4)									*Promotion*
								SEA-PLM Cycle		
Grade 6	CBA Monthly	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 1	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 2	
					Reading Fluency				Reading Fluency	
	Promotion (Grade 5)									
										Quadrennial Grade 6 National Assessment

LEGEND: Int'l/Regional; System Diagnostic; High Stakes; Classroom-based Formative; Monitoring

Proposed Student Learning Assessments

	November	December	January	February	March	April	May	June	July	August
Grade 7	CBA Monthly	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 1	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 2	
Grade 8	CBA Monthly	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 1	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 2	
	Promotion (Grade 7)									*Quadrennial Grade 8 National Assessment*
Grade 9	CBA Monthly	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 1	CBA Monthly	CBA Monthly	CBA Monthly	CBA Semester 2	
	Promotion (Grade 8)									**National Examination**

LEGEND: Int'l/Regional; System Diagnostic; High Stakes; Classroom-based Formative; Monitoring



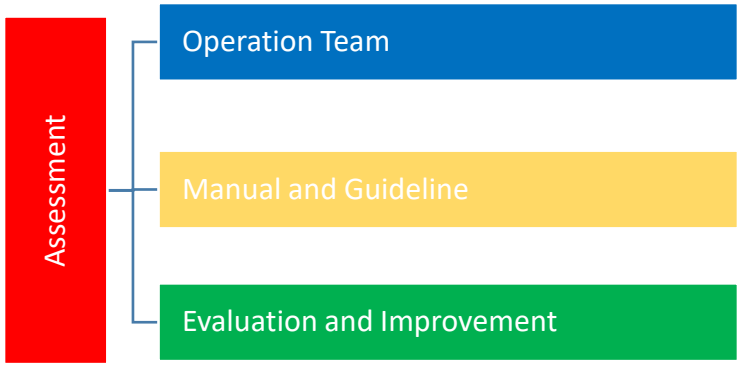
LEGEND: Int'l/Regional; System Diagnostic; High Stakes; Classroom-based Formative; Monitoring

Note: Classroom-based assessment—Ongoing is a continuous student learning assessment process throughout the academic year. It is often combined with teaching, in the form of either a small test or non-test formative assessment activities.

4. ASSESSMENT OVERSIGHT AND QUALITY CONTROL

Above all else, it is necessary to ensure that all assessments included in this framework are implemented properly. To ensure the effectiveness, applicability and impact, every assessment must consist of efficient operation teams, clear and applicable manual and guidelines, and evaluation and quality control measures to assure the improvements and impacts.

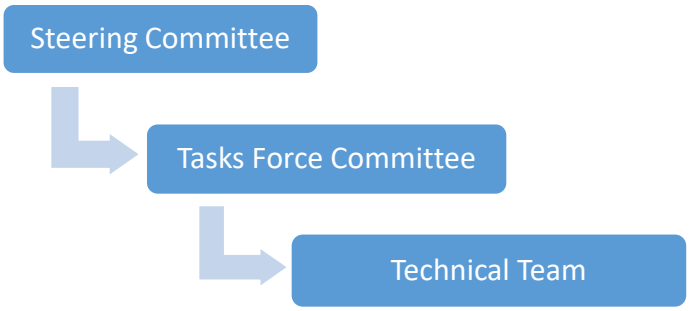
Figure 4: Elements of Assessment Oversight and Quality Control



4.1. Assessment Operation Team

Principle 1: To ensure the smooth and effective implementation of assessments, Operation Team(s) for each assessment need to be formed.

Figure 5: Structure of Operation Teams



Each assessment needs to have teams to provide direction, take lead and implement. In general, every Operation Team should consist of three levels: Steering Committee, Tasks force Committee and Technical Team. Each team should consist of members with high capacity of assessment knowledge and practices.

As stated above, all assessments were grouped into two main categories, External assessments (i.e. large-scale assessments) and Internal assessments (i.e. school- and classroom-based assessments). Both external and internal assessments should have a proper committee to supervise all aspects of the processes for each assessment. Note that, these committees can be restructured if necessary. Accordingly, roles and make-up of each committee is laid out below.

4.1.1. External Assessments

1. Steering Committee

The Steering Committee has the highest level of responsibility and oversight for each assessment. This team should consist of high capacity members with strong decision-making ability. However, this committee may comprise of various members with different statuses and backgrounds, according to the types of assessments.

The Steering Committee for external assessments should consist of top leaders of MoEYS including the minister, Secretary of state, under- Secretary of state, director and inspector general, deputy director general, technical department director and development partner representatives. The table below shows the proposed candidates.

Table 4: Proposed components for steering committee for external assessments

Nº	Component	Number	Position
1	Minister (or Secretary of State)	1	Chairperson
2	Secretary of State (in charge of assessment)	1 to 3	Vice-Chairperson
3	Under- Secretary of State (in charge of assessment)	1 to 3	Member
4	Director and Inspector General (in charge of assessment)	3 to 5	Member
5	Deputy Director General (in charge of assessment)	3 to 5	Member
6	Director of department (in charge of and relevant to assessment)	5 to 8	Member
7	Representative from Development Partner	3 to 5	Member

This committee has specific roles as follows:

- supervise the tasks force committee and technical team in relation to assessments
- advise the national and sub national teams on assessment processes
- develop assessment policies
- approve the plan and budget for implementing assessments
- monitor and evaluate assessment processes
- reinforce and encourage the tasks force committee and technical team
- participate in (national, regional and international) meetings or conferences in relation to assessments
- improve assessment process
- form and/or dissolve any sub-committee/team if necessary
- call for meetings as needed

2. Task Force Committee

Reporting to the Steering Committee, the Task Force Committee has the second highest level of responsibility for each assessment. This team should consist of high capacity members with strong decision-making ability. However, this committee may comprise of various members with different statuses and backgrounds, according to the types of assessments.

The Task Force Committee for external assessments should comprise of the top leaders of MoEYS including the Secretary of state, under- Secretary of state, director and inspector general, deputy director general, technical department director and development partner. The table below shows the proposed candidates.

Table 5: Proposed components for tasks force committee for external assessments

Nº	Component	Number	Position
1	Secretary of State (in charge of assessment)	1	Chairperson
2	Under- Secretary of State (in charge of assessment)	2 to 5	Vice-Chairperson
3	Director and Inspector General (in charge of assessment)	2 to 5	Member
4	Director of University	1 to 3	Member
5	Deputy Director General (in charge of assessment)	2 to 5	Member
6	Director of department (in charge of and relevant to assessment)	3 to 5	Member
7	Representative from Development Partner	2 to 5	Member

This committee has specific roles in supporting technical tasks to technical team as follows:

- report on assessment progress to the steering committee
- provide supervision to the technical team
- direct technical team in conducting assessments
- participate in planning and budgeting for implementing assessments with technical team
- monitor and evaluate assessment processes
- improve assessment processes
- reinforce and encourage the technical team
- participate in forming and/or dissolving any sub-committee/team with steering committee if necessary
- participate in (national, regional and international) meetings or conferences in relation to assessments
- follow the advice from assessment steering committee
- call for meetings as needed

3. Technical Team

The Technical Team has the most direct responsibility for each assessment, in terms of development, leadership and implementation. Therefore, this team must be formed carefully to comprise of various members with different skills and backgrounds related to the types of assessments.

The Technical Team for external assessments should comprise of leaders and officers from MoEYS with expertise in assessments including director, deputy director, chief of office, vice

chief of office, officer and supported team from a technical department and DPs. The table below shows the proposed candidates.

Table 6: Proposed components for technical team for external assessments

Nº	Component	Number	Position
1	Director (Assessment Specialist Department)	1	Leader
2	Deputy Director (Assessment Specialist Department)	1 to 2	Vice-leader
3	Chief of Office (Assessment Specialist Office(s))	1 to 3	Member
4	Vice chief of office (Assessment Specialist Office(s))	1 to 3	Member
5	Officer (Assessment Specialist Office(s))	8 to 15	Member
6	Representative from Development Partner	1 to 2	Member
7	National and/or International Consultant	1 to 2	Member

This team has the following roles and responsibilities:

- prepare assessment processes
- produce tools for assessment
- lead data collection, processing and analysis
- report writing
- disseminate the results to audiences
- report assessment progress to the task force and steering committee
- plan activities for implementing the assessment
- prepare budget plan for implementing the assessment
- participate in (national, regional and international) meetings or conferences in relation to assessments
- request and/or participate in forming and/or dissolving any sub-committee/team (with the steering committee and task force committee), if necessary
- improve the capacity regularly in relation to assessments
- improve assessment processes, as needed
- request for meetings, as needed
- carry out all tasks recommended by the task force and/or steering committee

4.1.2. Internal Assessments

1. Steering Committee

The Steering committee for internal assessments should comprise of top leaders of MoEYS in the provincial level including director of provincial office of education (PoE), chief of technical offices, head of district office of education (DoE), DTMT, head of cluster, school principal, and local NGOs.

Table 7: Proposed components for steering committee for internal assessments

Nº	Component	Number	Position
1	Director or deputy director of PoE (in charge of assessment)	1	Chairperson
2	Chief of technical office at PoE or Head of DoE (in charge of assessment)	1 to 2	Vice-Chairperson
3	Officer of DoE	1 to 2	Member
4	DTMT or Head of cluster	1 to 3	Member
5	School Principal or vice school principal	1	Member
6	Representative from local NGOs and Community (or from School Management Committee)	1 to 3	Member

The steering committee for internal assessments has specific roles as follows:

- provide supervision to the task force committee and technical team in relation to assessments
- give advice the task force committee and technical team in relation to assessments
- decide on plan and budget for implementing assessments
- monitor and evaluate assessment processes
- reinforce and encourage the task force committee and technical team
- participate in (national, regional and international) meetings or conferences in relation to assessments
- improve assessment process
- form and/or dissolve any sub-committee/team if necessary
- follow the advice from the external assessment steering committee
- call for meetings, as needed

2. **Tasks Force Committee**

The Task Force Committee for internal assessments should consist of top leaders of MoEYS from provincial level including deputy director of provincial office of education (PoE), chief or officer of technical offices, head or officer of district office of education (DoE), DTMT, head or member of cluster, school principal, subject technical group leader, and local NGOs. The table below shows the proposed candidates.

Table 8: Proposed components for tasks force committee for internal assessments

Nº	Component	Number	Position
1	Deputy director of PoE (in charge of assessment)	1	Chairperson
2	Officer from technical office (in charge of assessment)	1 to 2	Vice-Chairperson
3	Officer from DoE	1 to 2	Member
4	DTMT or member of cluster	1 to 3	Member
5	School Principal	1	Member
6	Technical Group Leader	1 to 3	Member

7	Representative from local NGOs and Community (or from School Management Committee)	2 to 5	Member

This committee has specific roles in supporting technical tasks to technical team as follows:

- report assessment progress to the steering committee
- provide supervision to the technical team
- direct technical team in conducting assessments
- participate in planning and budgeting for implementing assessments with technical team
- monitor and evaluate assessment processes
- reinforce and encourage the technical team
- participate in forming and/or dissolving any sub-committee/team with steering committee if necessary
- improve assessment process
- follow the advice of the steering committee and the external assessment task force committee
- call for meetings, as needed

3. Technical Team

The Technical Assessment Team for internal assessments should comprise of leaders and officers from PoE who expertise in assessments, including director, deputy director, chief of office, vice chief of office, officer, school principal and subject teacher from a particular province, district and school. The table below shows the proposed candidates.

Table 9: Proposed components for technical team for internal assessments

Nº	Component	Number	Position
1	Director of PoE or School Principal	1	Leader
2	Deputy Director of PoE or Subject Group Leader	1 to 2	Vice-leader
3	Officer of PoE (from Specialist Office) or subject teacher	1 to 11	Member
4	Officer of DoE	1 to 3	Member
5	Member from Cluster	1 to 2	Member
6	Representative from Community (or from School Management Committee)	1 to 2	Member

This team should be formed relative to the types of assessments. For assessments at school level (e.g. Monthly test, etc.) the team should be comprised of school principal, a member of cluster, subject group leaders, subject teachers and representatives from the community (or from School Management Committee).

This team has specific roles as follows:

- prepare assessment processes
- develop tools for assessment

- conduct assessment
- write the reports
- disseminate the results
- report about assessment progress to the task force and steering committee
- plan activities for implementing assessment
- prepare budget plan for implementing assessment
- participate in (national, regional and international) meetings or conferences in relation to assessments
- request and/or participate in forming and/or dissolving any sub-committee/team with the task force and steering committee, as needed
- upgrade their capacity in relation to assessments
- improve assessment processes
- request for meetings, as needed
- carry out all tasks recommended by the task force and/or steering committee

4.2. Roles of Departments in Assessment Manuals and Guidelines Development

To ensure the effective implementation of each assessment, individual leading departments

Principle 2: Lead departments must develop manual(s) and/or guideline(s) for their respective assessment(s) and use them effectively while implementing the assessments.

have to develop clear manuals and/or guidelines for their respective assessments. Without a manual or guidelines, it would be impossible to ensure proper implementation of assessments. All manuals and/or guidelines should comprise of the ultimate goal(s) and objective(s) of assessment, scope, information on test/tool(s) development, test administration or processes, data analysis, and utility of the results.

4.2.1. Department of Education Quality Assurance (EQAD)

EQAD is an assessment specialist department attached to MoEYS. EQAD is responsible for leading an international assessment (PISA-D), regional assessment (SEA-PLM) and national assessments (G3, G6, G8, G11), Early Grade Assessments (EGRA and EGMA). Accordingly, EQAD has the following responsibilities:

- Develop an applicable and clear manual and/or guidelines for the following assessments:
    - PISA-D
    - SEA-PLM
    - G3, G6, G8 and G11 National Assessments
    - EGRA
    - EGMA
- Propose to form Steering Committee, Tasks Force Committee and Technical teams for implementing these assessments
- Support technical teams to

    - implement assessments
    - produce reports
    - disseminate results
    - think through financial needs and processes
- Conduct necessary research to reflect on the results of these assessments
- Share experiences in relation to assessments with other relevant stakeholders, as necessary

4.2.2. Department of Curriculum Development (DCD)

DCD is a curriculum specialist department attached to MoEYS. DCD is responsible for leading some classroom-based assessments. So, this department has the specific responsibilities below:

- Work with PED and GSED to develop an applicable and clear manuals or/and guidelines for Classroom-based formative monthly and semester assessments
- Facilitate the formation of a technical team for implementing these assessments
- Train and guide the technical team to implement these assessments following the developed manual(s) or/and guideline(s)
- Disseminate and use the results obtained from these assessments to improve the teaching and learning of students
- Take actions to other assessments' results from other technical departments to improve the curriculum as well as the teaching and learning of students
- Support technical team to produce various reports of these assessments
- Work with other technical departments to implement other assessments, as needed
- Conduct relevant research to reflect the results of these assessments
- Share experiences in relation to assessments to other relevant stakeholders, as needed

4.2.3. Department of Examination Affair (DEA)

DEA is an examination specialist department attached to MoEYS. DEA is responsible for leading the national examination for grade 12. Accordingly, this department has the following responsibilities:

- Develop an applicable and clear manual or/and guideline for G12 National Examinations
- Propose to form Steering Committee, Tasks Force Committee and Technical team (as mentioned in Assessment Operation Team above) to implement this assessment following the developed manual(s) or/and guideline(s)
- Disseminate and use the results obtained from the assessment to improve the teaching and learning of students
- Learn from other technical departments to improve assessment design as well as the teaching and learning of students
- Support technical team to produce various reports of these assessments
- Support technical team for any needs
- Incorporate with other technical departments to implement other assessments if necessity
- Conduct any researches to reflect the results of these assessments
- Share experiences in relation to assessments to other relevant stakeholders if necessity

4.2.4. Department of General Secondary Education (GSED)

GSED is a technical department attached to MoEYS working closely to support lower and upper secondary school level in Cambodia. GSED is responsible for implementing some assessments such as Promotion Assessment, Classroom-based assessment (Semester), and Classroom-based assessment (Monthly) at the secondary school level. As such, this department has the following responsibilities:

- Develop an applicable and clear manual or/and guideline for the following assessments:
    - Promotion Assessment for secondary school level
    - Classroom-based Semester Assessment with Reading Fluency
    - Classroom-based Monthly Assessment
- Disseminate and use the results obtained from these assessments to improve the teaching and learning of students at secondary school level
- Take actions to the results from PISA-D, PISA and national student learning assessments (G8 NA and G11 NA) to improve teaching and learning of students at secondary school level
- Facilitate to form Steering Committee, Tasks Force Committee and Technical teams (as mentioned in Assessment Operation Team above) to implement these assessments following the developed manual(s) or/and guideline(s)
- Incorporate with technical departments to implement/process other assessments if necessity
- Conduct any researches to reflect the results of these assessments
- Share experiences to improve assessments if necessity

4.2.5. Department of Primary Education (PED)

PED is a technical department attached to MoEYS working closely to improve the quality of education at primary school level. PED is responsible for leading the Promotion Assessment, Classroom-based assessment (Semester) with Reading Fluency, and Classroom-based assessment (Monthly) at primary school level. Also, PED is responsible for implementing the School Readiness Assessment in Grade 1. PED therefore has the following responsibilities:

- Develop an applicable and clear manual or/and guideline for the following assessments:
    - Promotion Assessment for primary school level
    - Classroom-based Monthly Assessment
    - Classroom-based Semester Assessment with Reading Fluency
- Work with leading department (ECED) to develop an applicable and clear manual and/or guideline for the School Readiness Assessment
- Facilitate to form Steering Committee, Tasks Force Committee and Technical teams (as mentioned in Assessment Operation Team above) to implement these assessments following the developed manual(s) or/and guideline(s)
- Disseminate and use the results obtained from these assessments to improve the teaching and learning of students
- Learn from the results from PISA-D, PISA, SEA-PLM, the national student learning assessments (G3 NA and G6 NA), Early Grade Reading Assessment and Early Grade

Mathematics Assessment to improve teaching and learning of students at primary school level as well as interventions of the Early Grade Reading Assistance and Early Grade Mathematics Assistance.
- Work with other technical departments to implement other assessments, as necessary
- Share experiences to improve assessments
- Support technical team to produce report(s) for School Readiness Assessment
- Conduct research to reflect the results of these assessments

4.2.6. Department of Early Childhood Education (ECED)

ECED is a technical department attached to MoEYS working closely to support preschool level in Cambodia. ECED is responsible for leading the Preschool / School Readiness Assessment. Accordingly, ECED has the following responsibilities:

- Develop an applicable and clear manual and/or guideline for the Preschool Assessment
- Work with PED to ensure that a manual/guideline is created for the School Readiness assessment
- Disseminate and use the results obtained from these assessments to improve the teaching and learning of students at preschool school level
- Learn from the results from PISA-D, PISA, SEA-PLM, the national student learning assessments, Early Grade Reading Assessment and Early Grade Mathematics Assessment to improve teaching and learning of students at preschool school level
- Share experiences to improve assessments, as needed

4.2.7. Department of Teacher Training (TTD)

TTD is a technical department attached to MoEYS working closely to provide teacher training services (in-service trainings) as well as support teacher training institutions in Cambodia. As such, TTD has the following responsibilities:

- Support lead departments in the development and/or review of manuals/guidelines
- Lead the development of formative assessment guideline for teacher training and teachers to use in teaching
- Take actions to the results from PISA-D, PISA, SEA-PLM, and national student learning assessments to improve the quality of pre-service and in-service teacher trainings.
- Incorporate information from manuals/guidelines, as well as school feedback into pre-service and in-service training offerings for teachers
- Share experiences to improve assessments, as necessary

4.2.8. Department of Education Management of Information System (EMIS)

EMIS is a technical department attached to MoEYS working to collect information (e.g. semester scores, dropout rate, promotion rate, repetition rate, etc.) from all schools in Cambodia, as well as to manage and store data for the MoEYS. Accordingly, EMIS has the following responsibilities:

- Support lead departments in the development and/or review of manuals/guidelines
- Reinforce the process of implementation of assessments in order to get more accurate data

- Learn from results across assessments to improve the information system to be more reliable
- Work with other technical departments to implement other assessments, as needed
- Share experiences to improve assessments, as applicable

4.2.9. Department of Special Education (SED)

SED is a technical department attached to MoEYS working closely to support students with disabilities and special needs (in both public and NGO schools) in Cambodia. SED has the following responsibilities:

- Although it is not included in this assessment framework, SED should develop an applicable and clear manual and/or guideline for the Disability Checklist
- Support lead departments to develop an applicable and clear manual or/and guideline for Classroom-based Assessments, as needed
- Learn from the results across assessments to improve teaching and learning of disability students
- Assist technical departments to implement assessments, as needed
- Share experiences to improve assessments, as appropriate

4.2.10. Department of Policy (DoP)

DoP is a technical department attached to MoEYS working closely to develop new policies for education sector both for national and sub national. DoP also has roles to monitor and evaluate the existing policies which being implemented. So, this department has the specific responsibilities below:

- Support lead departments to develop applicable and clear manuals and guidelines for all assessments
- Learn from assessment results to monitor and evaluate the existing policies, as well as to develop new policies
- Conduct any (qualitative) research to confirm the findings from national, regional, and international assessments, if necessary
- Work with other technical departments to implement assessments, as necessary
- Share experiences to improve assessments, as needed

4.2.11. Development Partners and NGOs

DPs and NGOs play very important roles in implementing assessments. DPs and NGOs have the following specific roles:

- Support (both financial and technical) for the implementation of assessments
- Support (both financial and technical) in the production of manual, guidelines and best practices
- Use and follow the existing manual(s) and/or guideline(s)
- Share experiences to improve assessments, as needed

4.3. Assessment Utility and Improvement

<u>Principle 3:</u> National and sub national level must work together in order to implement and use the results of assessments effectively. The leading departments and/or the operation teams should conduct (self- or external) evaluation(s) regularly to keep the assessment processes and quality improved as necessary.

4.3.1. National Level

External assessments, including Programme for International Student Assessment (PISA), Southeast Asia Primary Learning Metrics (SEA-PLM), National Student Assessment (G3, G6, G8, and G11), Early Grade Reading Assessment and Early Grade Mathematics Assessment, and G12 national examination are all national level initiatives. Therefore, national level stakeholders—especially lead departments—have to implement these assessments effectively by working with sub-national level and other relevant stakeholders. Lead departments have to share results with stakeholders and use them as a mean to improve the quality of education in Cambodia. Lead departments and/or operation teams should conduct either self-evaluation or/and internal evaluation regularly in order to get more insightful feedbacks or comments on the processes as well as the quality of assessments then keep it improved as necessary.

4.3.2. Sub national level

School- and classroom-based assessments are implemented by sub-national level staff (provincial, district and school level). Therefore, these individuals have to implement these assessments effectively and utilize the results from these assessments to improve the teaching and learning of students at the sub-national level. When needed, sub-national level staff should seek support from the national level. Operation teams should conduct either self-evaluation or/and internal evaluation regularly in order to get more insightful feedbacks or comments on the processes as well as the quality of assessments then keep it improved as necessary.

- ***Schools***

Schools are practical institutions. Schools play very crucial roles to ensure the quality of education. So, in terms of assessments, every school has specific roles as follows:

  - carry out all classroom-based assessments as stated in manuals/guidelines
  - work with the national level to implement the external assessments
  - utilize the results and findings to improve their own institution, particularly for formative improvement in the classroom

- ***District Office of Education (DoE)***

Districts work closely with school level to assure the quality of education. So, in terms of assessments, every DoE has the specific roles as follows:

  - support schools to implement all classroom-based assessments stated in manuals/guidelines

- ensure that teachers have sufficient training and support for administering assessments and using results
- monitor and assure the quality of assessments
- utilize the results and findings to improve teaching and learning in their own district
- work with the national level to implement the external assessments

- ***Provincial Office of Education (PoE)***

Provincial Office of Education works closely with DoE and schools to assure the quality of education. So, in terms of assessments, every PoE has the specific roles as follows:

- support DoE and schools to implement all classroom-based assessments as stated in manuals/guidelines
- monitor and assure the quality of assessments
- utilize the results and findings to improve teaching and learning in their own province
- work with national level to implement the external assessments

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