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Afghanistan



Bangladesh



Bhutan



India



Maldives



Nepal



Pakistan

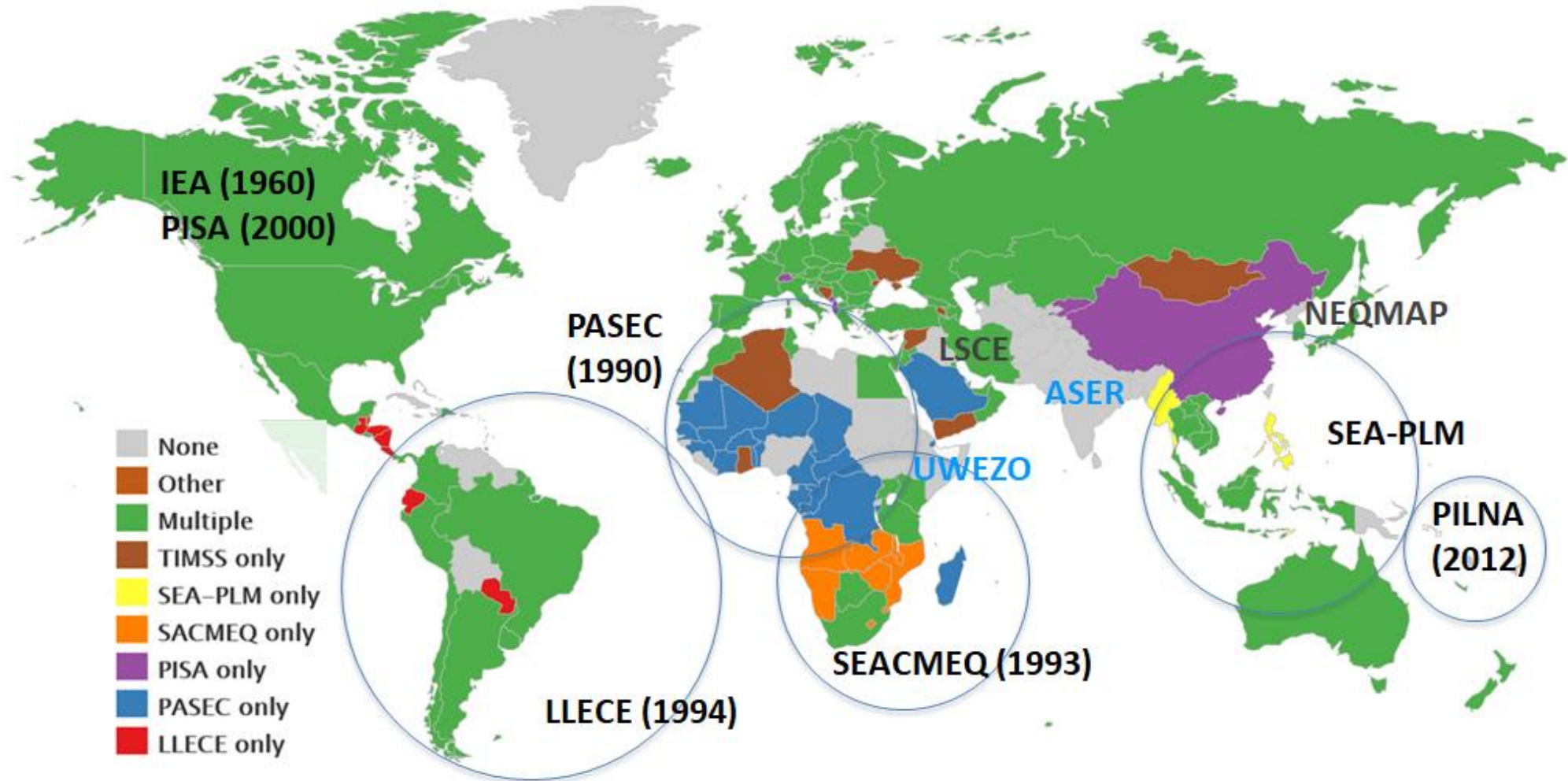


Sri Lanka

All Children Learning – Assessment Platform



Participation in Cross-National Assessments



Reimagining Assessment

Formative (classroom) assessment:

- Move beyond tests / quizzes to **multiple types of assessment and information gathering** (teacher observation, student feedback, self- and peer-assessment, etc.).
- Move beyond percentages and pass/fail rates to give ***meaningful and ongoing feedback*** for student learning and progression
- Used to improve teaching and learning practices, and **enable teaching and learning at the right (student's) level**
- Identify strengths and weaknesses to target learning needs
- Help to ensure ***all*** students are progressing!

Large scale assessment:

- Address **key challenges/limitations**, including **low capacity to conduct reliable/valid and meaningful assessments**, and **lack of usage** of assessment data to:
 - Inform ***improvements*** to education systems and education quality
 - Identify and address ***equity gaps*** in **student learning outcomes and opportunities**

Target Audience

Phase 1 (completed)

- Government assessment experts and stakeholders that manage, conduct, analyze and use learning assessments at national and sub-national levels.
- Staff of UN agencies, research institutions and (I)NGOs which conduct or support the conduct of assessments, including through capacity building workshops.

Phase 2 (work ongoing)

- Teacher trainers and teachers

Other audiences:

- (I)NGOs / UN agencies
- Private Sector
- Donors
- Public



Platform Vision & Mission

VISION

- A one-stop **free and open-sourced** platform to provide technical support, resources and guidance to improve assessment practices and leverage assessment *for* learning.

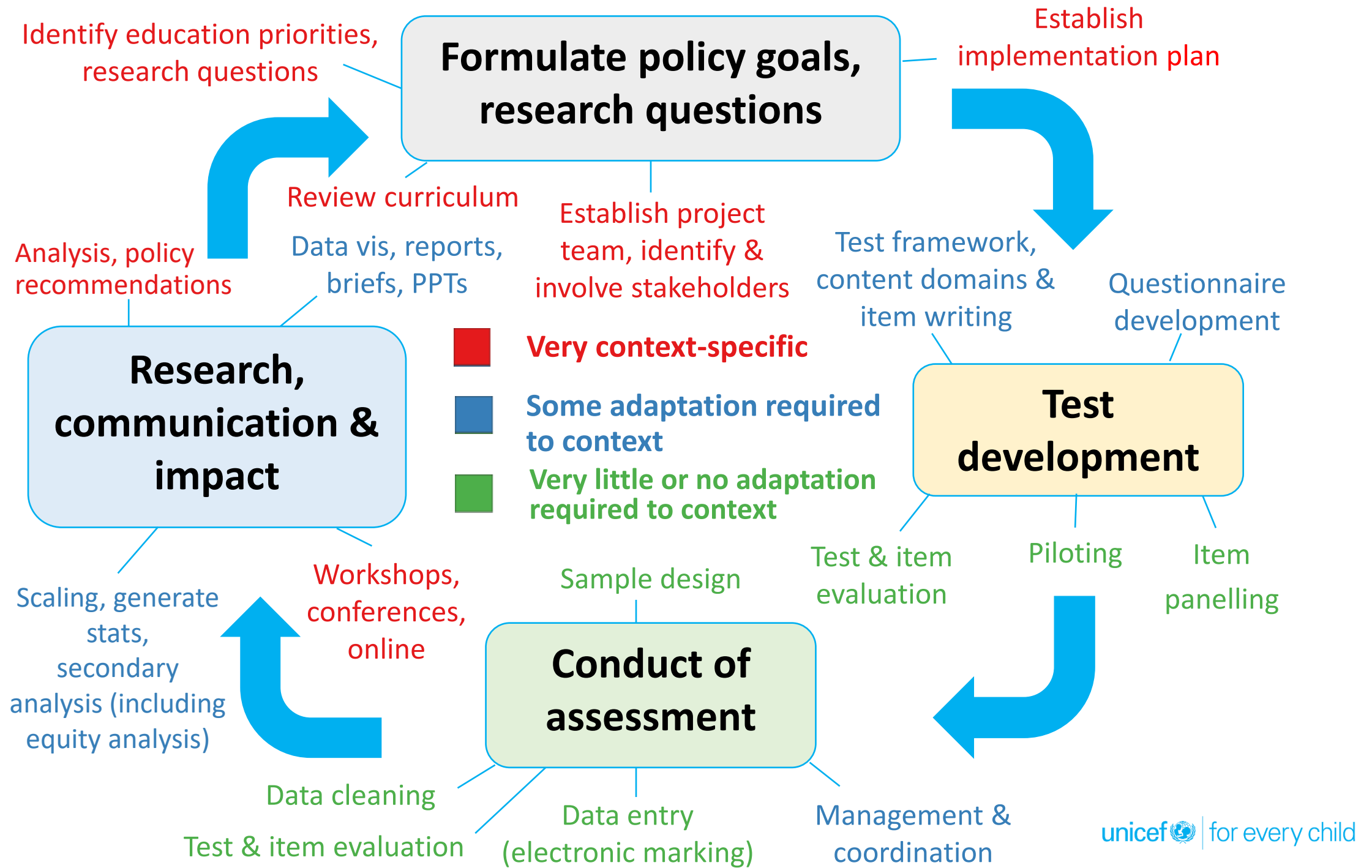
MISSION

- Assist governments and development partners to **accurately measure student learning and use the collected data effectively.**
- Provide the technical support and guidance required to improve assessment processes and practice in South Asia.
- Provide tools and guidance to strengthen teachers' formative assessment practices

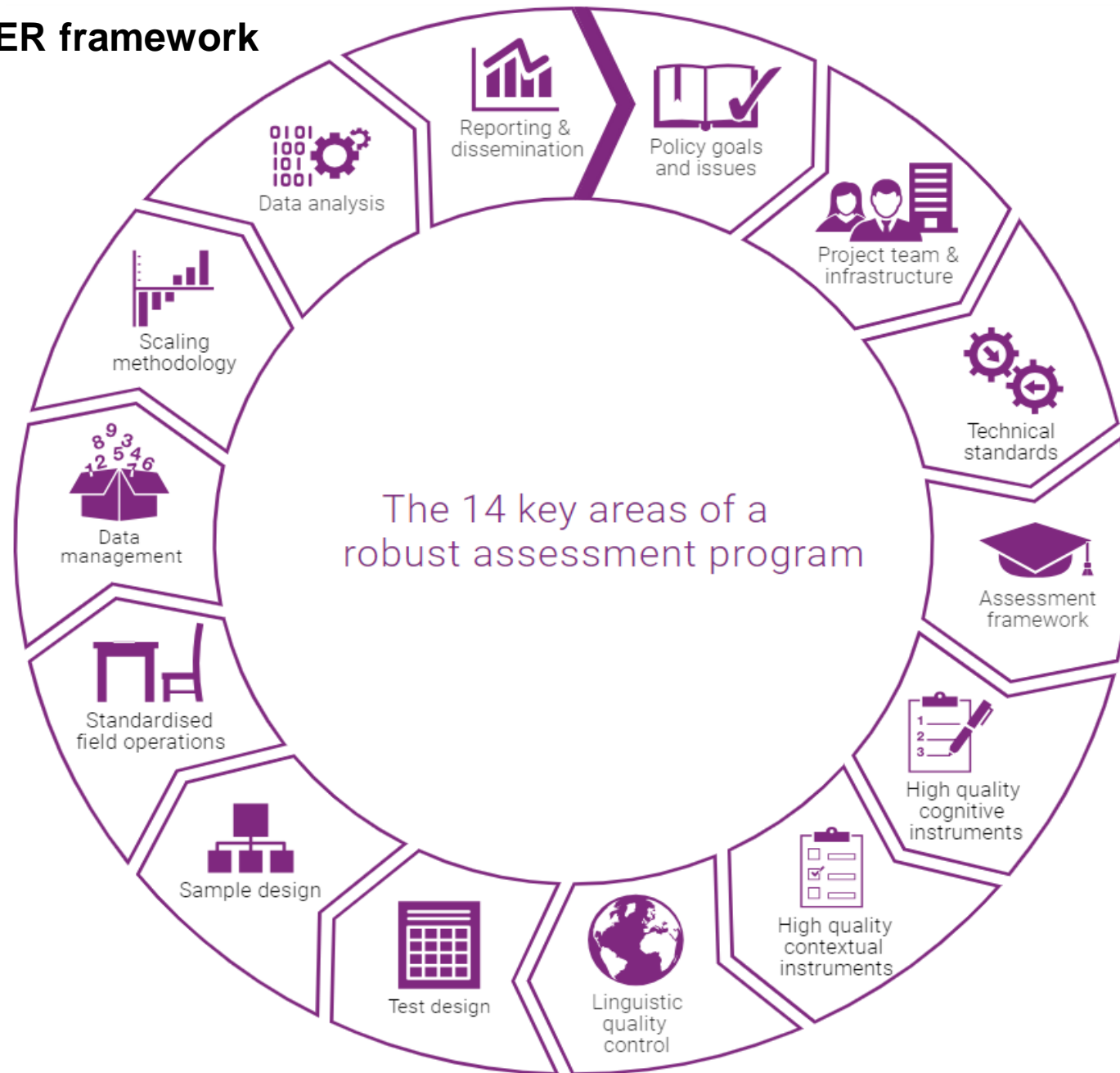


SDG 4 Workshop: Government Consultations





Original ACER framework



Final Framework & Self-Evaluation Tool



Country Pages

Home > Country > Bhutan



Afghanistan



Bangladesh



Bhutan



India



Maldives



Nepal



Pakistan



Sri Lanka

COUNTRY RESOURCES



BHUTAN

ASSESSMENT ORGANIZATIONS

Bhutan Council for School Examinations and Assessment

BCSEA is an assessment body that helps to guide the Bhutanese education



Contact Information

Website: <http://bcsea.bt/>

Address: Bhutan Council

Assessment Wheel

EXPLANATION

PLANNING

PREPARING

ADAPTING

IMPLEMENTING

ANALYSING

USING

Developing Cognitive Items

Assessing 21st Century Skills

Developing Contextual
Questionnaires

Controlling Language Quality

The 'preparing' phase concerns all of the elements that are required to develop and quality assure materials to collect cognitive and contextual assessment data.

OPEN THIS TOPIC

Cognitive items measure students' skills and knowledge and developing them requires a high degree of skill in addition to layers of quality assurance.

- Identify the key steps required to develop high quality cognitive items, the approximate time required per item and the skills required of item writers.
- Consider best practice approaches to the quality assurance of assessment items (including panelling and cognitive testing) and how these can be implemented.
- Identify the role of a pilot study, relevant approaches to piloting, the timing of piloting in relation to main testing and the use of pilot data to inform improvements.

Resources

TYPE

TOPIC

Search ...



TOPIC

ADAPTING (18)

ANALYSING (22)

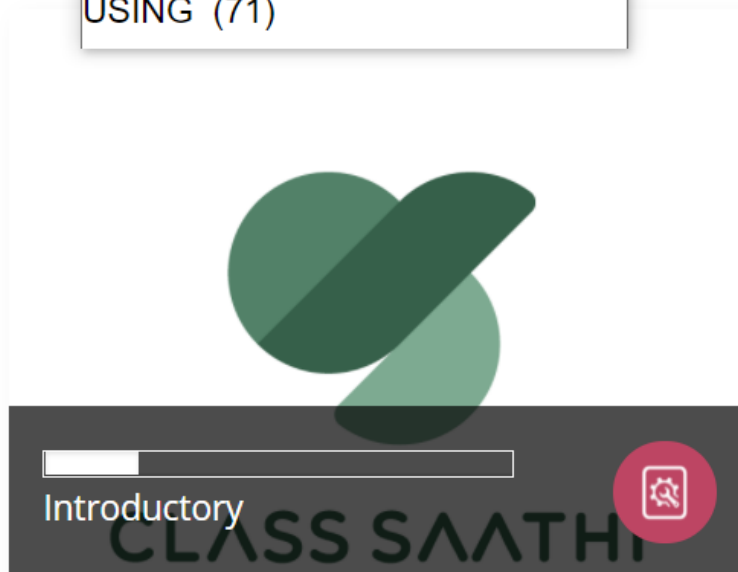
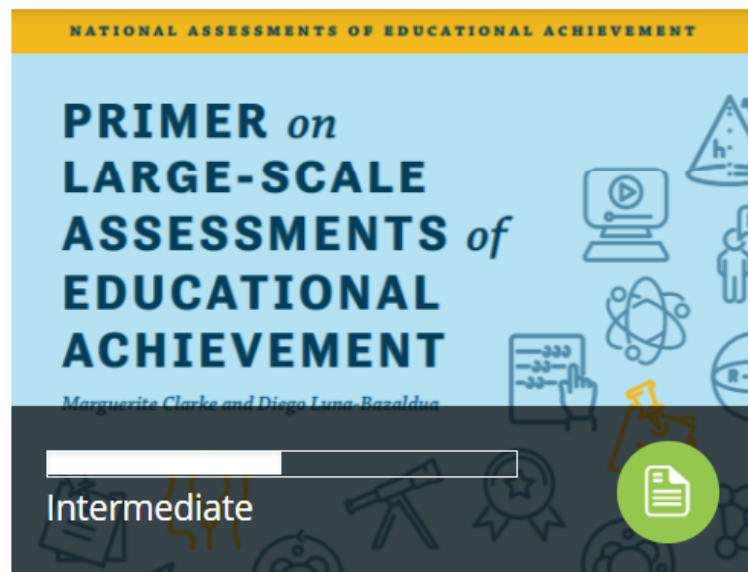
IMPLEMENTING (13)

PLANNING (34)

PREPARING (33)

USING (71)

NEWEST RESOURCES



Stories



ARTICLES

April 9, 2021

How can formative assessment foster learning as schools r...

Read more about the importance of supporting to teachers to strengthen their capacity to effectively use assessment and...

👁 946 Views



ARTICLES

January 11, 2021

Rethinking assessments in the context of COVID-19

While COVID-19 has disrupted students' education around the world, it has also provided an opportunity for significant change...

👁 5069 Views



ARTICLES

September 9, 2020

South Asia's progress in tracking basic numeracy with a n...

Learn about how ICAN, a new assessment tool of foundational numeracy, can help to provide evidence to assess...

👁 4797 Views

Equity Gap Analysis

Grade 4: Regional ▾ Grade 8: Regional ▾ Grade 4: Subjects ▾ Grade 8: Subjects ▾

Search

✓ Grade 4 – Mathematics score

500.6

Grade 4 – Urdu Reading score

489.0

Grade 4 – Urdu Writing

Disaggregation (subgroup) ▾ ⚙

Administrative gender – Boys School

Administrative gender – Co-Education

Administrative gender – Girls School

Boys

Girls

Homework checked: Always

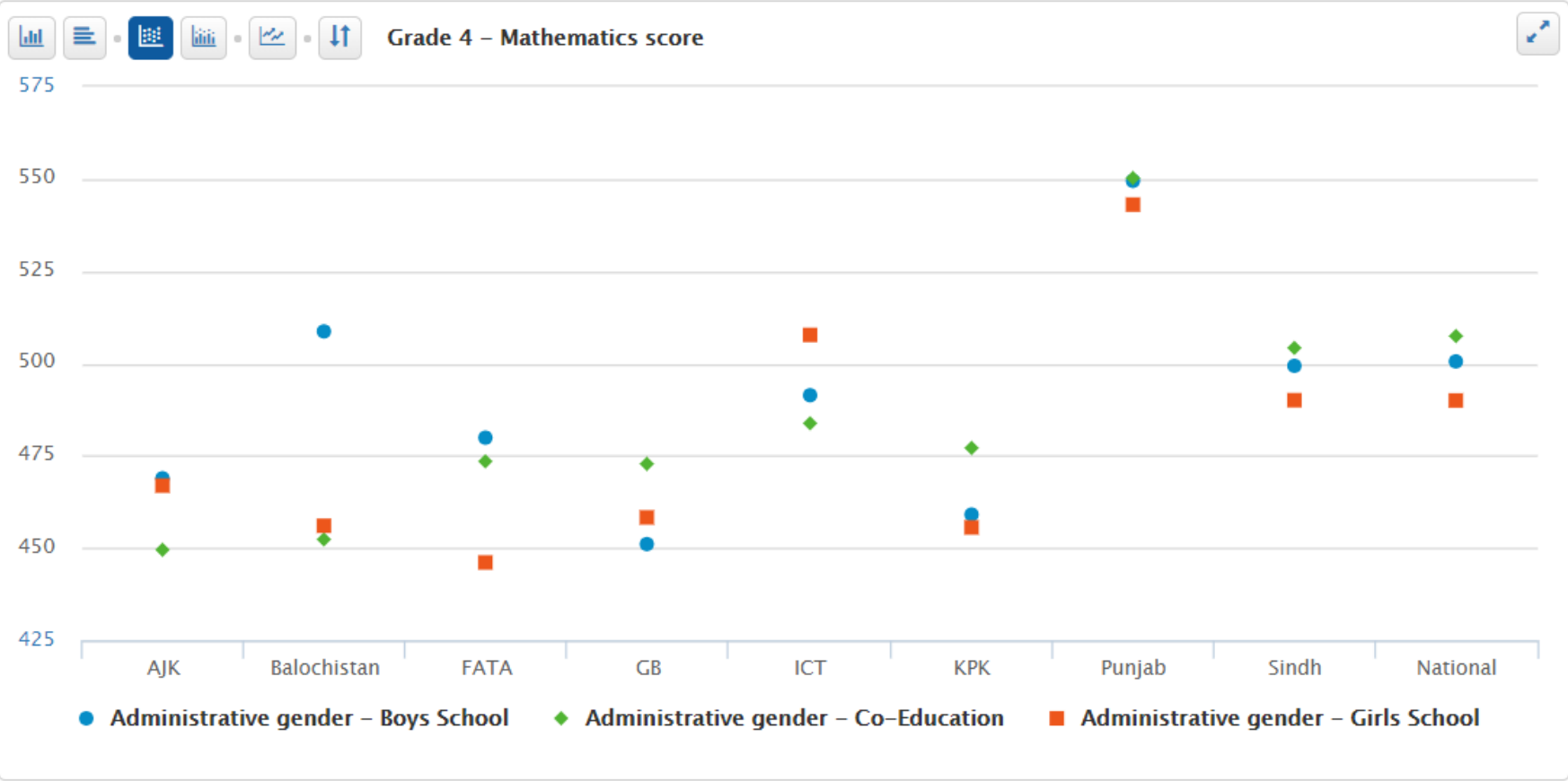
Homework checked: Never

Homework checked: Sometimes

Homework mistakes pointed out: Never

Homework mistakes pointed out: Often

Homework mistakes pointed out:



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Reset



Learning Levels Analysis

Disaggregation (subgroup)

Region 1

Region 2

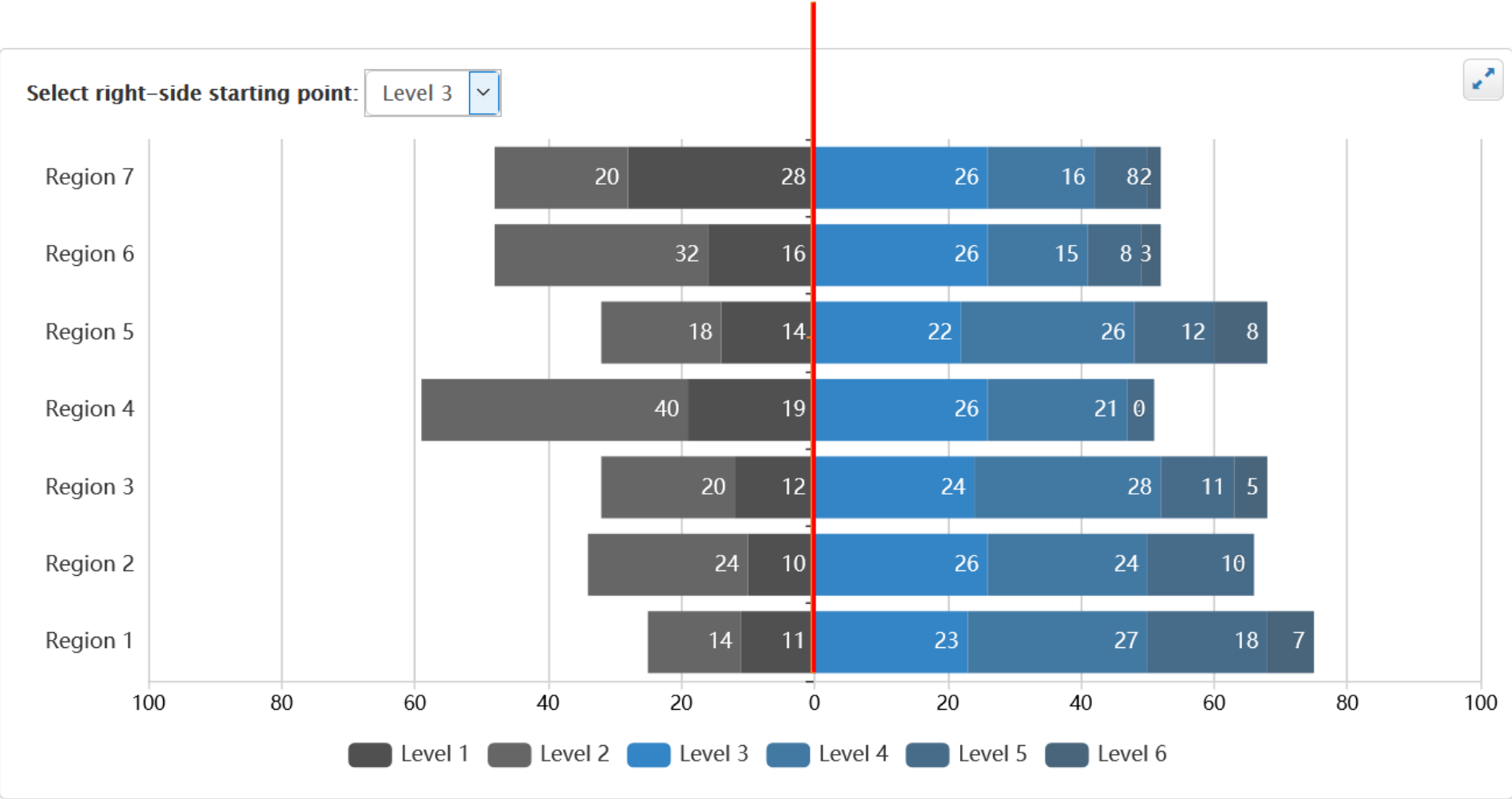
Region 3

Region 4

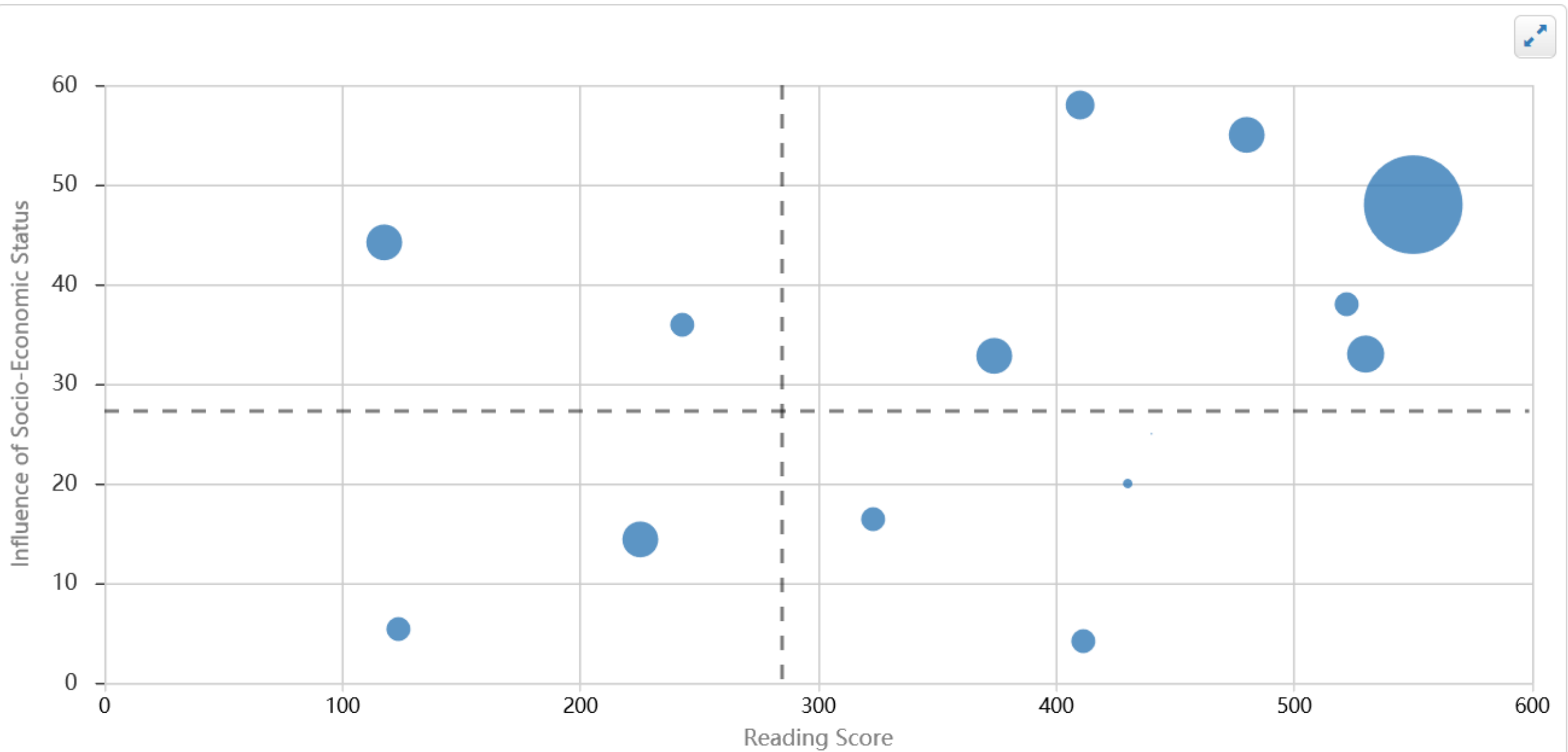
Region 5

Region 6

Region 7



Multi-Dimensional Analysis



Thank you!

