



The Federal Democratic Republic of Ethiopia Ministry of Education
National Educational Assessment and Examinations Agency



Ethiopia's Learning Assessment System



Presented for UIS- Catalogue of Learning Assessments Workshop
Harare, May 12-14/2015



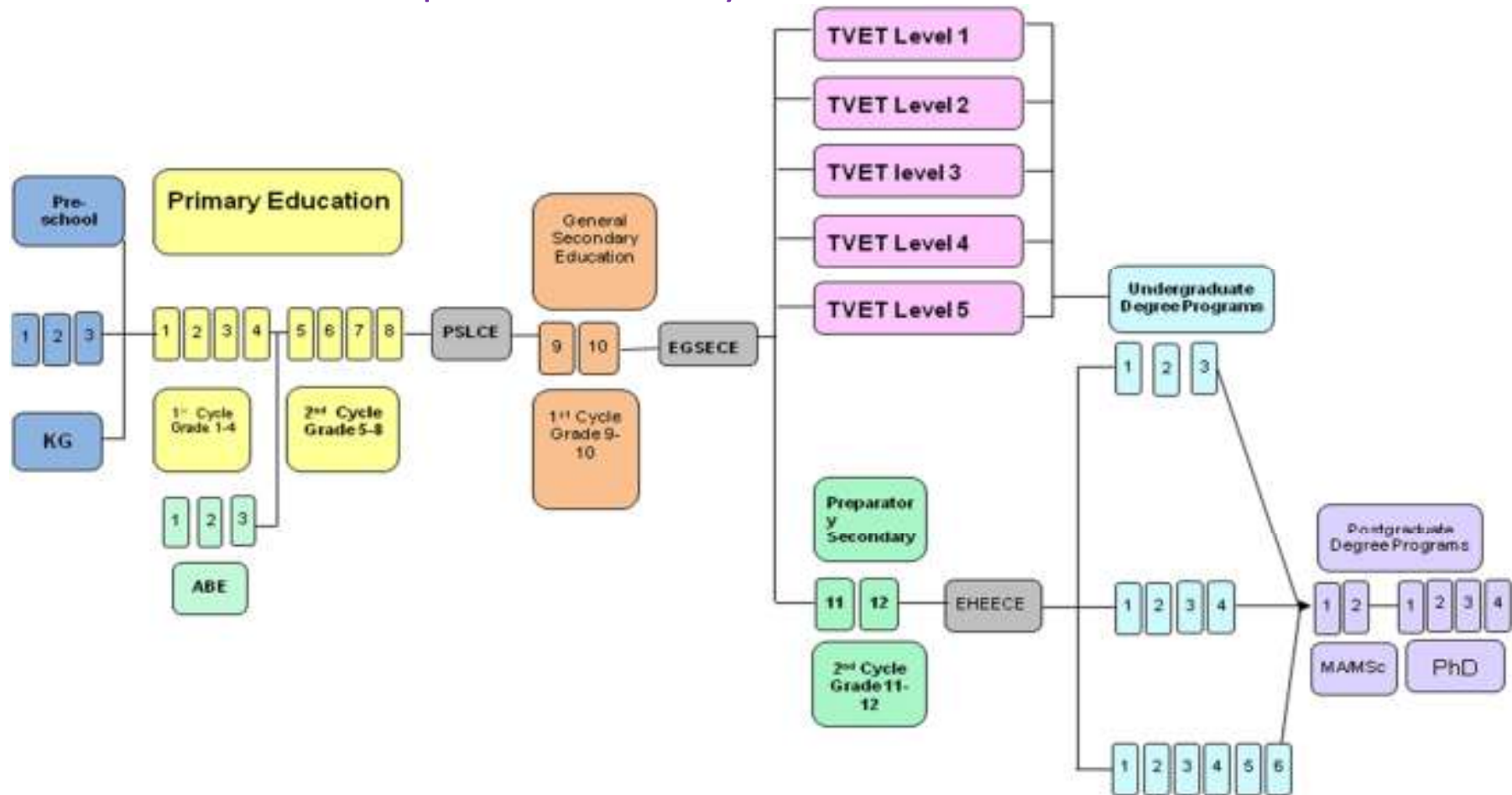
Content of the presentation

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- Assessment types administered in Ethiopia
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 - Purpose
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 - Who provide policy guidance
 - Who carry out NLA
 - Grade/Population
 - Subject/ Content coverage
 - Frequency
 - Data Analysis and Report writing
 - Result Disseminations
 - Public/National Examination
 - Purpose
 - Implementation Procedures/Guide lines
 - Challenges of NLA & NE in Ethiopia



Background

The structure of Ethiopian Education System





Background ...

- The education system of Ethiopia made a significant progress in achieving universal primary education for all.
 - Enrollment improved (95.3%).
 - Dropout rate decreased from 18.6% (2010) to 7.85% (2014).
- The Ministry of education also exerts considerable efforts for the quality of education at all levels.
 - There are important improvements in the availability of trained teachers and some other inputs.
 - The ministry also established a **national learning assessment system** to monitor and evaluate the quality at regular scheme.
- However, quality of education as indicated in successive national learning assessments is still a **crucial challenge** for the nation.



Assessment Types Administered in Ethiopia

1. National Learning Assessments

- In Ethiopia, a large – scale assessment program has been in place since 2000.
- Its purpose is to check the healthiness of the system. It help to obtain information for decision makers about the allocation of resources, for accountability, etc.
- Administered at national level and exit grades of the general primary and secondary education.
 - Primary education (Grade 4, 8) and Secondary Education (Grade 10, 12).
 - 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.



- The subject or content coverage for 4th grade include Mother Tongue Reading, English, Mathematics and Environmental Science, while that of grades 8, 10, and 12 comprises English, Mathematics, Physics, Chemistry and Biology.
- Frequency the assessments is every **four years** of interval for each NLSAs. It provides a chance for school interventions to reveal their impact as education systems do not change rapidly.
- The population of the is **sample based**.



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- 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.



2. National /Public Examinations

- Public examinations were operating since 1950 (1938) at grades 6, 8 (with mother tongue), 10 and 12.
- Its purpose is for promotion, selection and certification.
- The subject or content coverage for each grades comprises all subjects including Mother Tongue Reading.
- Frequency of the assessments is annual.
- The populations for these assessments are all students (high stake).



Assessment Instruments

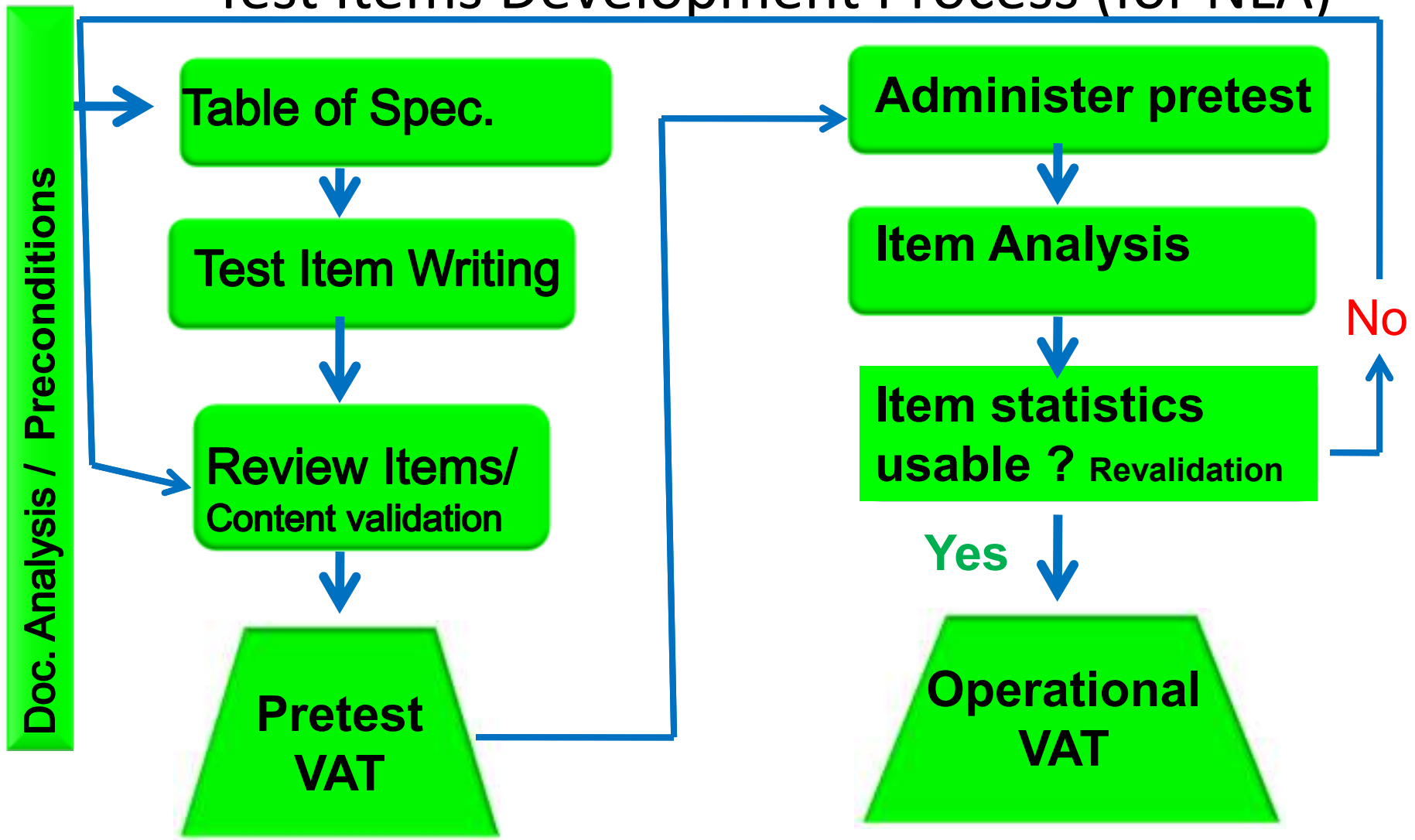
- The NLA have two types of assessment tools:
 - Exams from Curriculum areas of core subjects based content domains /MLC
 - Background questionnaires
 - Student characteristics
 - Teacher and principal characteristics
 - School related characteristics
- Where as NE has only paper pencil tests on the curriculum areas.

Resources Guided Ethiopian NLA &NE





Test Items Development Process (for NLA)



Major Types of Item Analysis

1. Item Difficulty

2. Item Discrimination

3. Distracter information

4. Point Biserial Coefficient (large scale level)

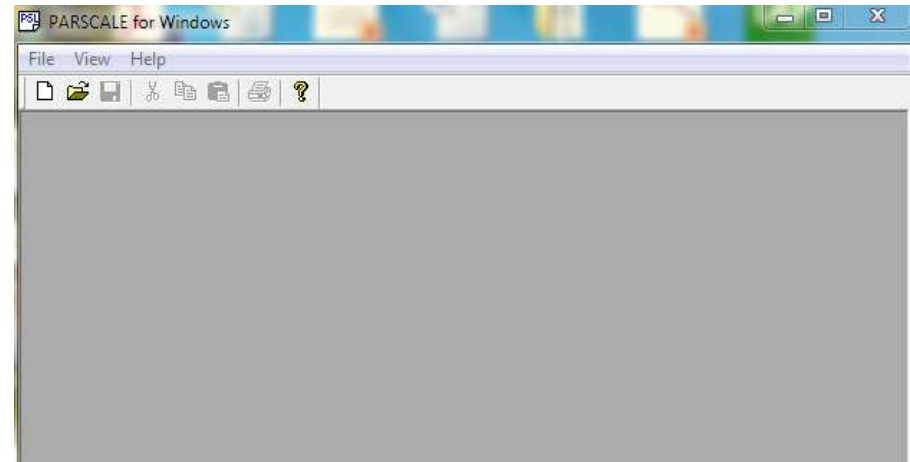
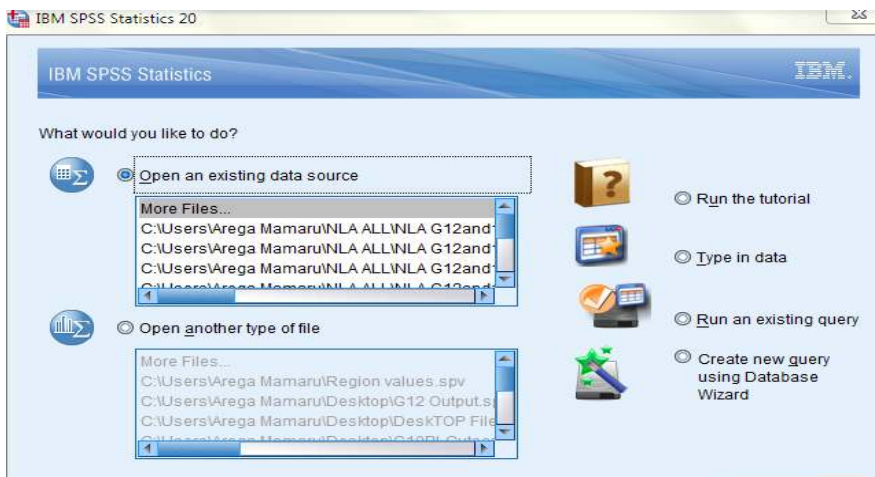
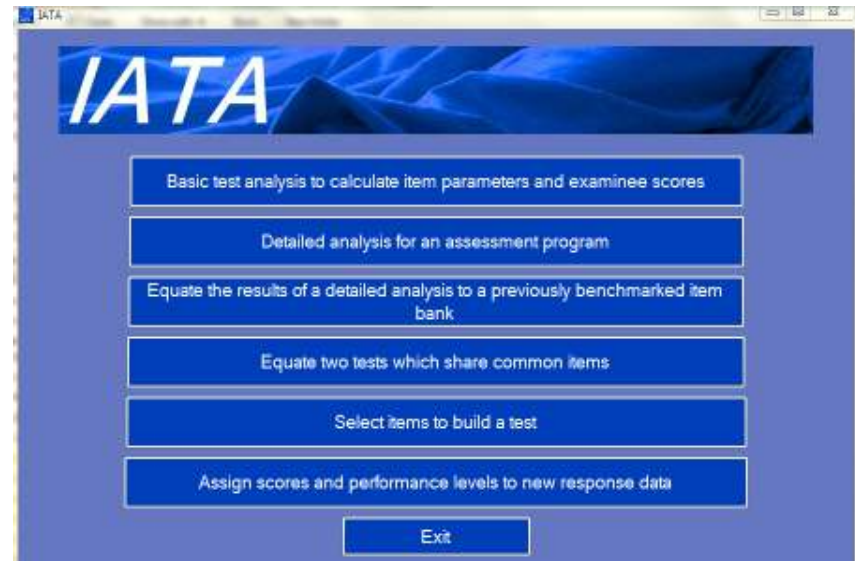
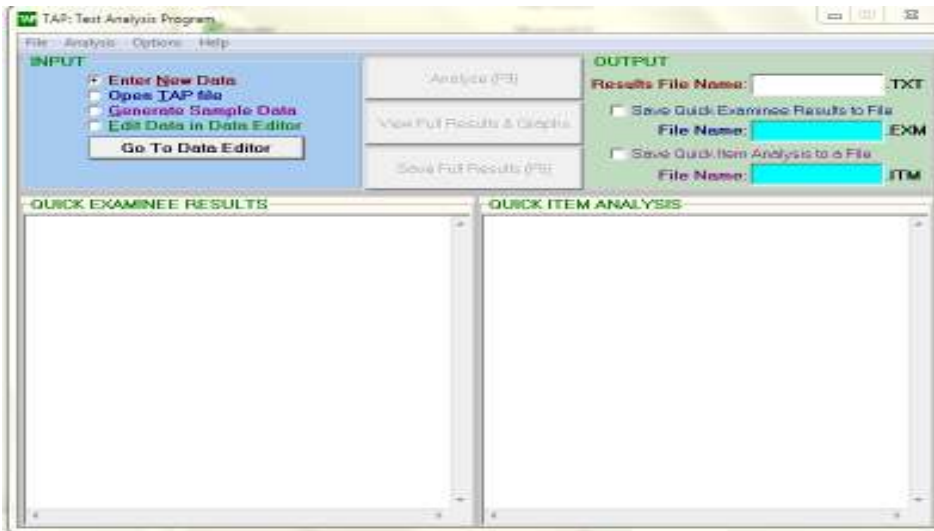
5. Test Reliability

6. Test Validity

Equating Models

CTT

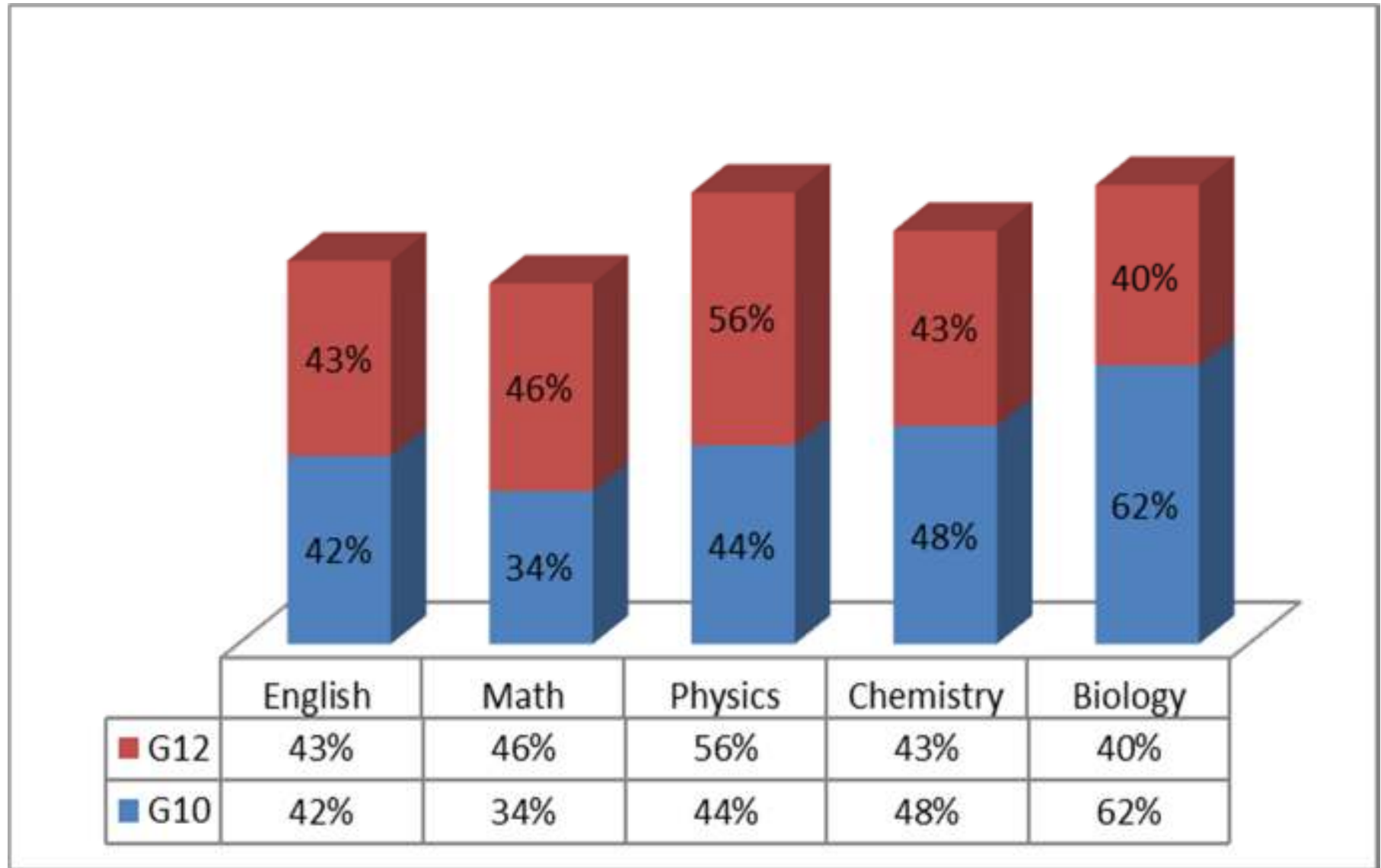
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So Equating is Highly Needed

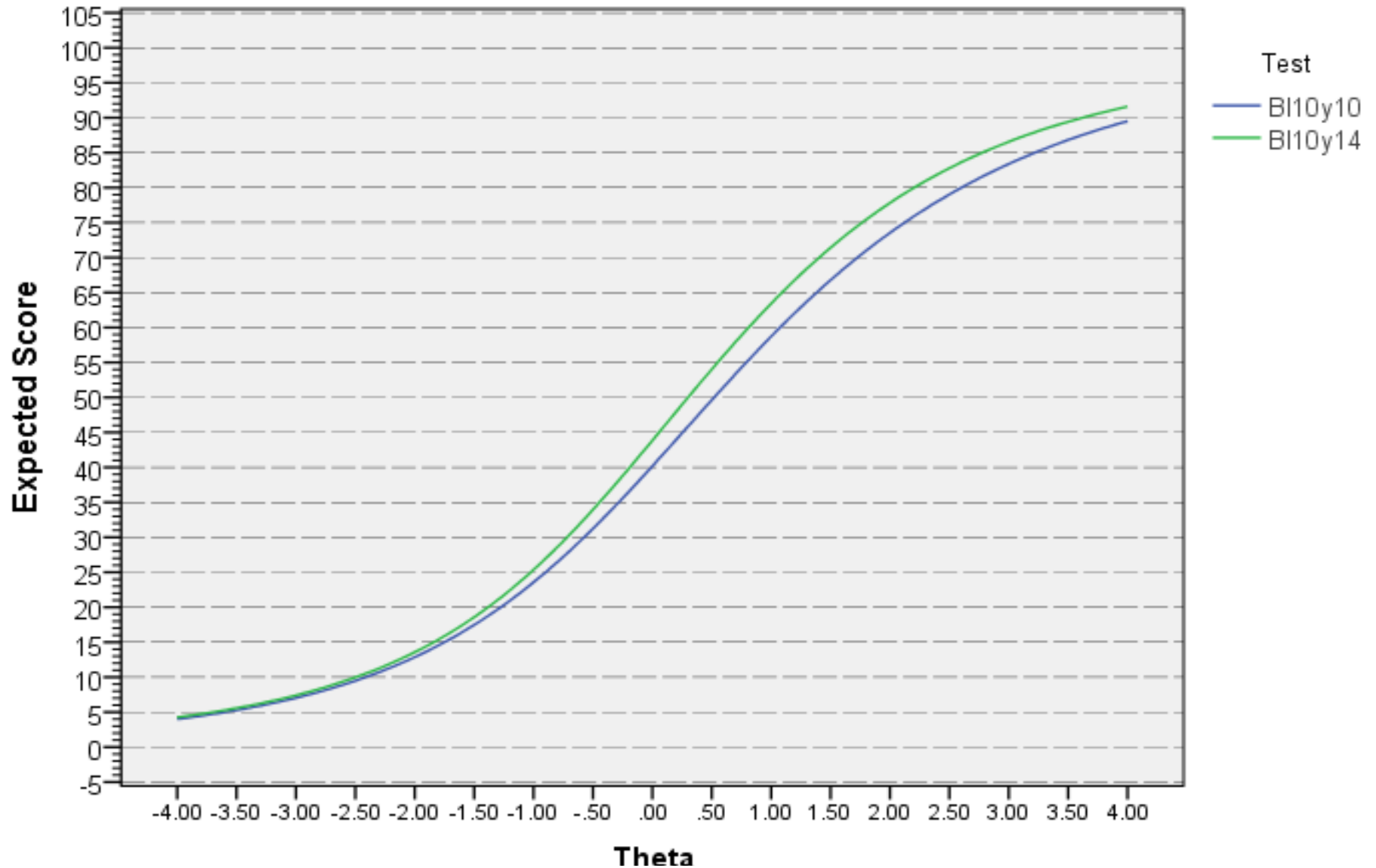
- Why?
 - To make test scores from different test forms constructed to the same blueprint comparable
 - Because test forms may not be parallel in difficulty and other characteristics
- Comparability is important from various perspectives:
 - Test taker perspective – fairness for people taking different test forms
 - Test examiner perspective – compare the performance in different administration sessions (years) to monitor educational progress

Example 1: Percentage of Anchor/Common Items in 2010 and 2014 Tests



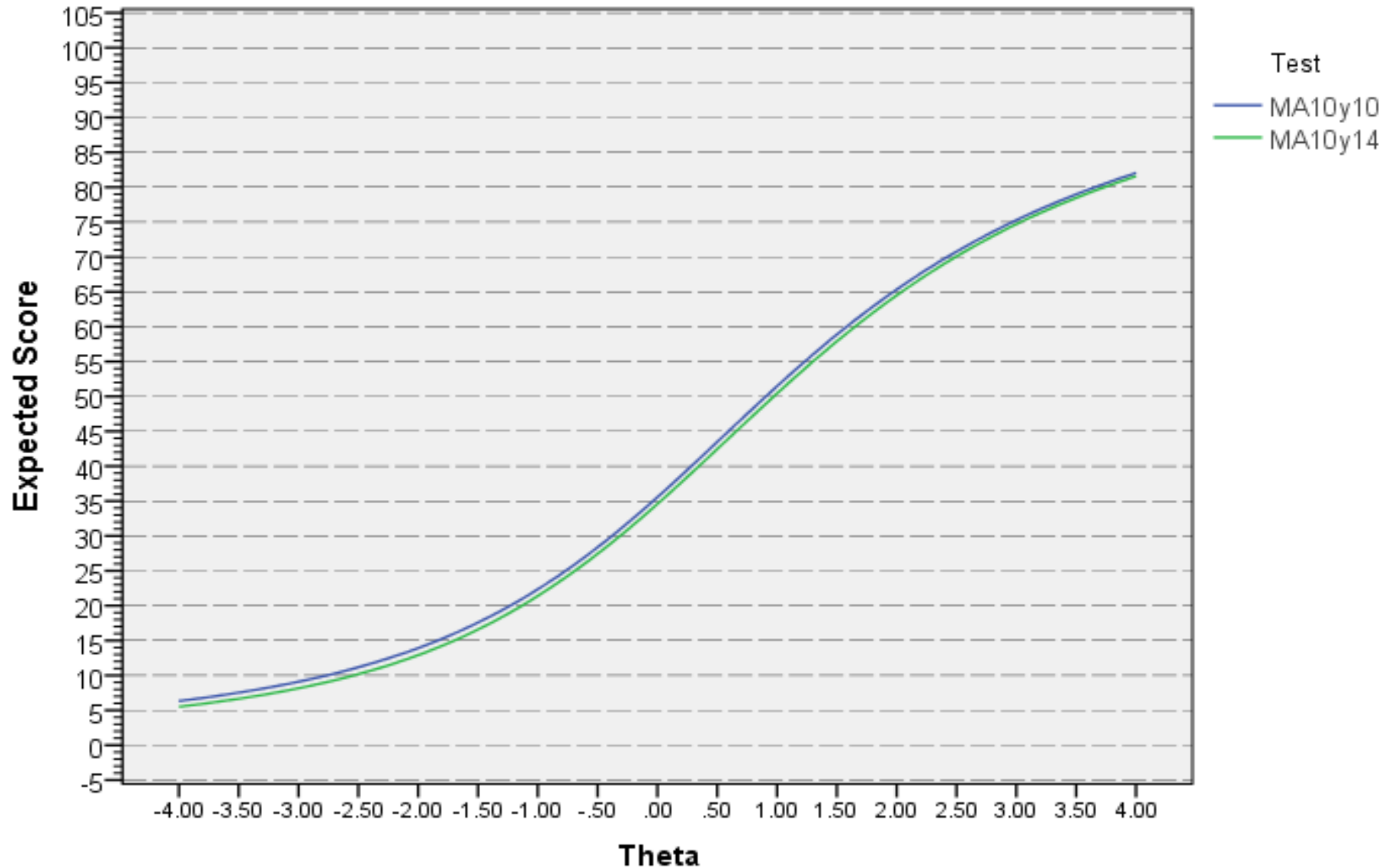
Example2: Test Equating Prototype (Biology G10)

Test Characteristic Curves (Pct-Correct Metrics)

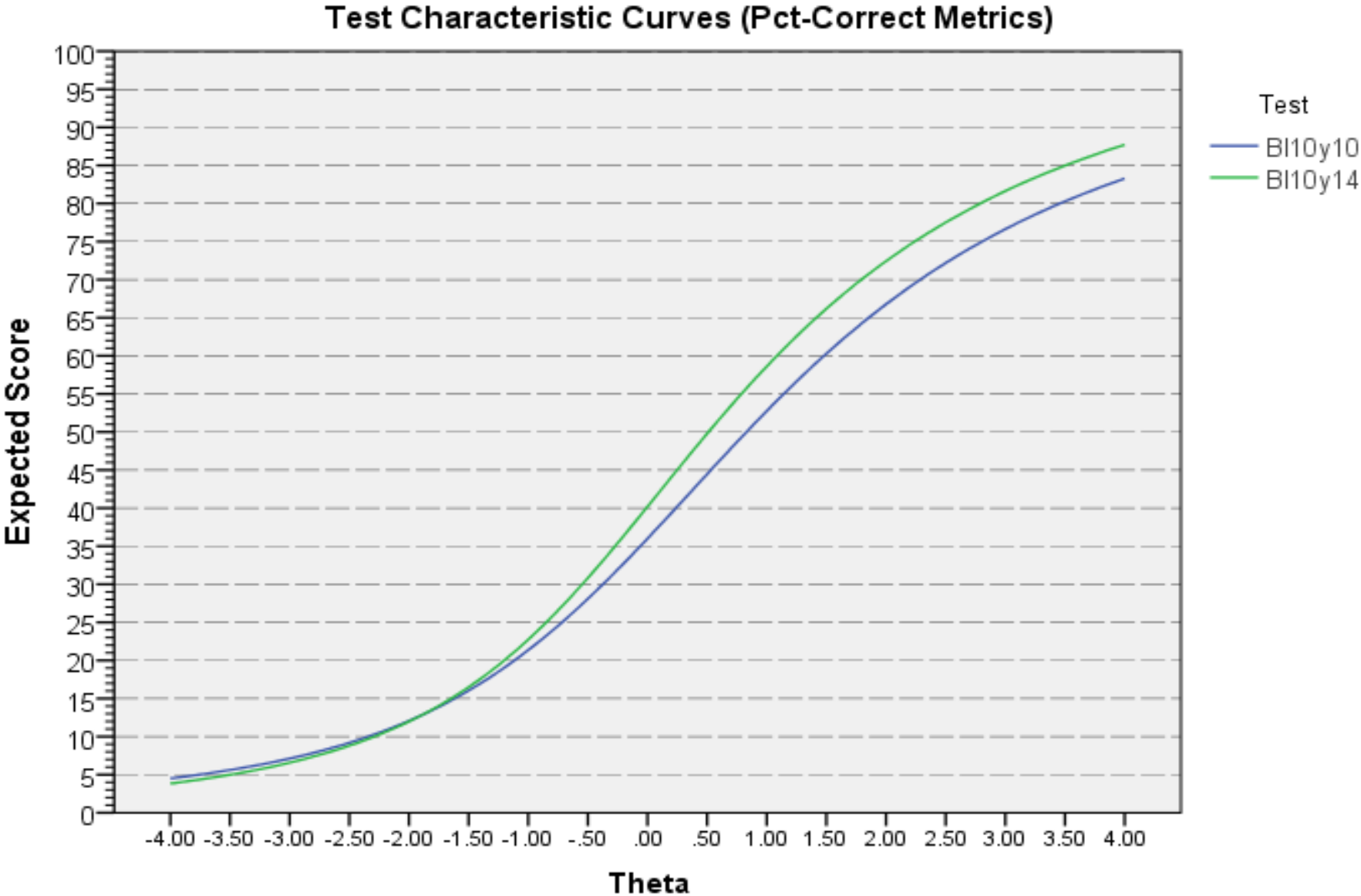


Test Equating Prototype 2 (Math G10)

Test Characteristic Curves (Pct-Correct Metrics)

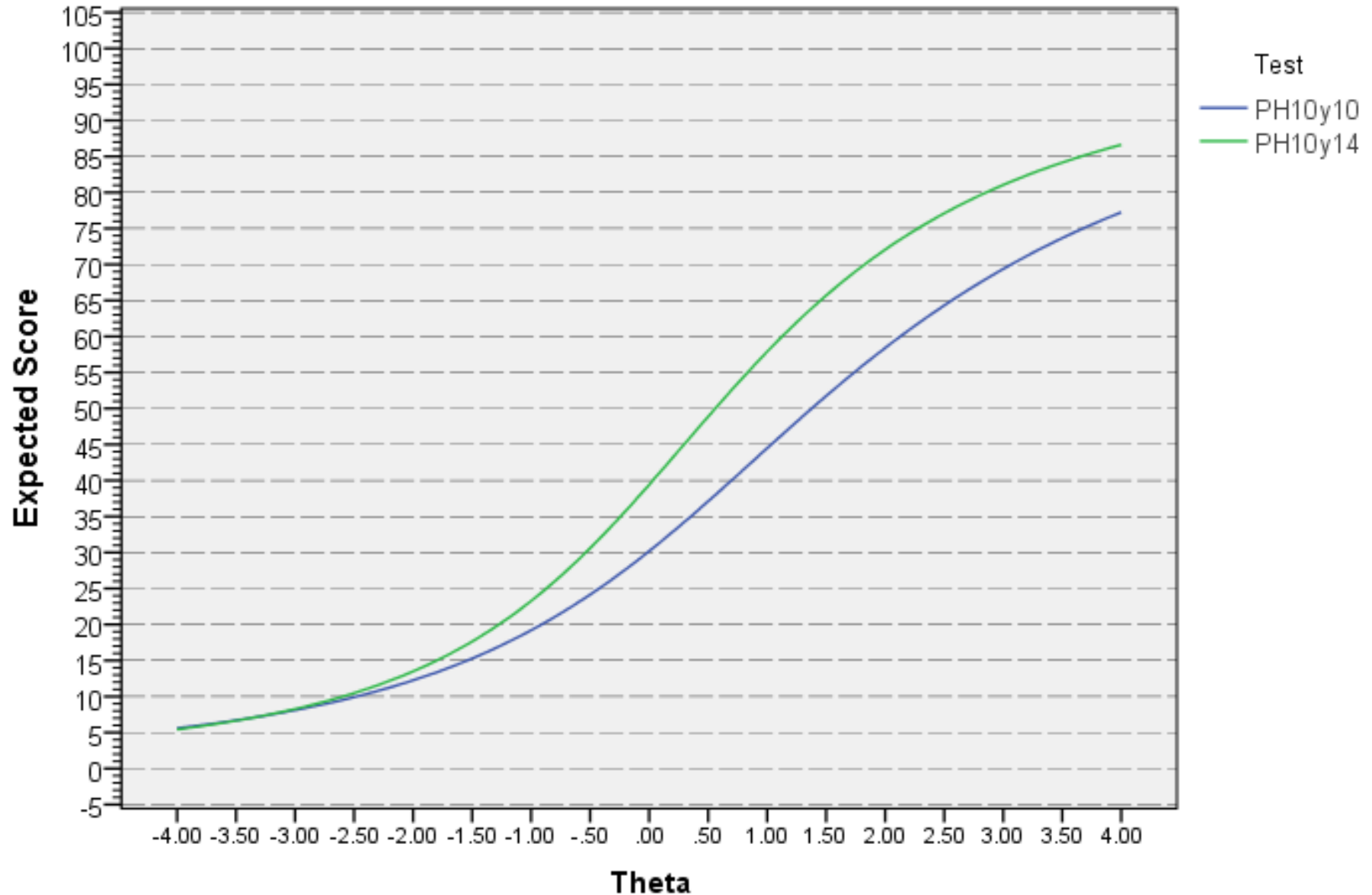


Test Equating Prototype 3 (Chem G10)



Test Equating Prototype 3 (Phy G10)

Test Characteristic Curves (Pct-Correct Metrics)





Challenges of NLA & NE

- Limited dissemination and use of NLA results.
- Ethiopia has not yet participated in international large scale assessment.
- Inadequate staff to carry out assessment activities on system alignment and data analysis.
- An Item bank was not established.
- Limited access on assessment technologies (e.g. online testing).



Challenges ...

- NEs have not been pretested and the psychometric characteristics of items has not been identified for security reason and capability of the staff.
- Due to its high population of examinees exam administration seem too difficult and costly.
- Both NLA & NE are Delimited on MC items of paper and pencil and it is unable to assess soft skills.



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THANK YOU