

Email update #1 (May 2013)

Dear Friends of READ,

The [READ Trust Fund](#) program and its community of practice have spent the last four years *helping countries to build stronger and more effective assessment systems* – systems that will harness the power of assessment for student learning.

As the program enters its final phase, the READ Trust Fund Global Team would like to share with you a series of *occasional email updates* – of which this is the first - highlighting some of the knowledge products, activities, and events emerging as key outputs of the program. These resources should prove useful to anyone working to strengthen student assessment systems as a key tool for learning.

In this email, you will find (below):

- a brief snapshot of recent activities in four (Armenia, Ethiopia, Mozambique, Zambia) of the eight countries receiving targeted support under the [READ Trust Fund](#) program;
- information on three country case studies (Chile, New Zealand, Uganda) in our READ Working Paper series;
- links to flashcards on (i) assessment terminology, and (ii) trends in World Bank support for assessment activities; and
- materials from two recently-completed Regional Workshops (one in Kazakhstan and one in Mozambique).

We hope that you enjoy learning from these materials. To keep on reading and learning, please visit us at our [website](#) where you will find many more resources.

If you have feedback, questions, updates on or photos of READ activities, or would like hard copies of publications, please feel free to contact us at readtf@worldbank.org. We look forward to hearing from you.

Warm regards,

Marguerite Clarke
Program Manager

NEWS IN BRIEF FROM READ COUNTRIES

Armenia

- The country team is in the process of developing in- and pre-service teacher training programs on classroom assessment techniques. The aim is to build the capacity of classroom teachers to more effectively monitor and support their students' learning.
- The first module of a technical training program on large-scale assessment took place in early March.

Ethiopia

- In late 2012, 59 staff in the national assessment and examinations agency received in-depth technical training from ETS in assessment frameworks, item writing and item bank construction, sampling, administration, data analysis, and reporting.
- In early 2013, work commenced on developing item banks for the country's national examination and large-scale assessment programs. This is part of a series of activities aimed at improving the fairness and accessibility of these assessments for all Ethiopian students.

Mozambique

- In March, an assessment of early grade reading levels was administered to

GLOBAL KNOWLEDGE

OTHER RESOURCES