

MAPPING OF Student Assessment Tools and Data Trends in Jordan

Jordan's Ministry of Education requested that World Education and NCHRD examine the country's standardized student assessments to make recommendations on how these tests could better align with teaching and learning 21st Century skills.

World Education and NCHRD mapped out the seven different assessments that students take throughout their academic careers based on the following criteria: adequacy, redundancy, usability, usefulness, and "stakes," i.e. how much importance students and teachers place on the exams.

Researchers found that, as a whole, Jordan's student assessments are not excessive or overburdening. They did conclude that assessment data and results could be analyzed and applied more effectively to ensure that the tests are still relevant to students. Jordan could also benefit from raising the stakes for certain tests and lowering them for other tests. World Education and NCHRD used these recommendations and others from the study to help the Ministry adopt a new testing framework.

ATTACHED "STAKES" TO THE ASSESSMENTS*

	Students	Teachers	Schools	Avg.
National Test	3	4	5	4
NAfKE	1	1	1	1.0
School Assessment	6	6	7	6.33
Tawjihii	10	9	8	9.0
TIMSS	1	2	2	1.67
PISA	1	2	2	1.67
EGRA	2	3	2	2.33

*The ranked scale of 1 to 10 is given to the assessments in Jordan based on qualitative data on "perceptions" from focus groups with students, teachers, and school administrators. 1 means "we don't care and never prepare for it" or "we never hear or think about it"; 10 means "it is the most important test in my student career" or "we completely teach to the test" or "my future depends on it."

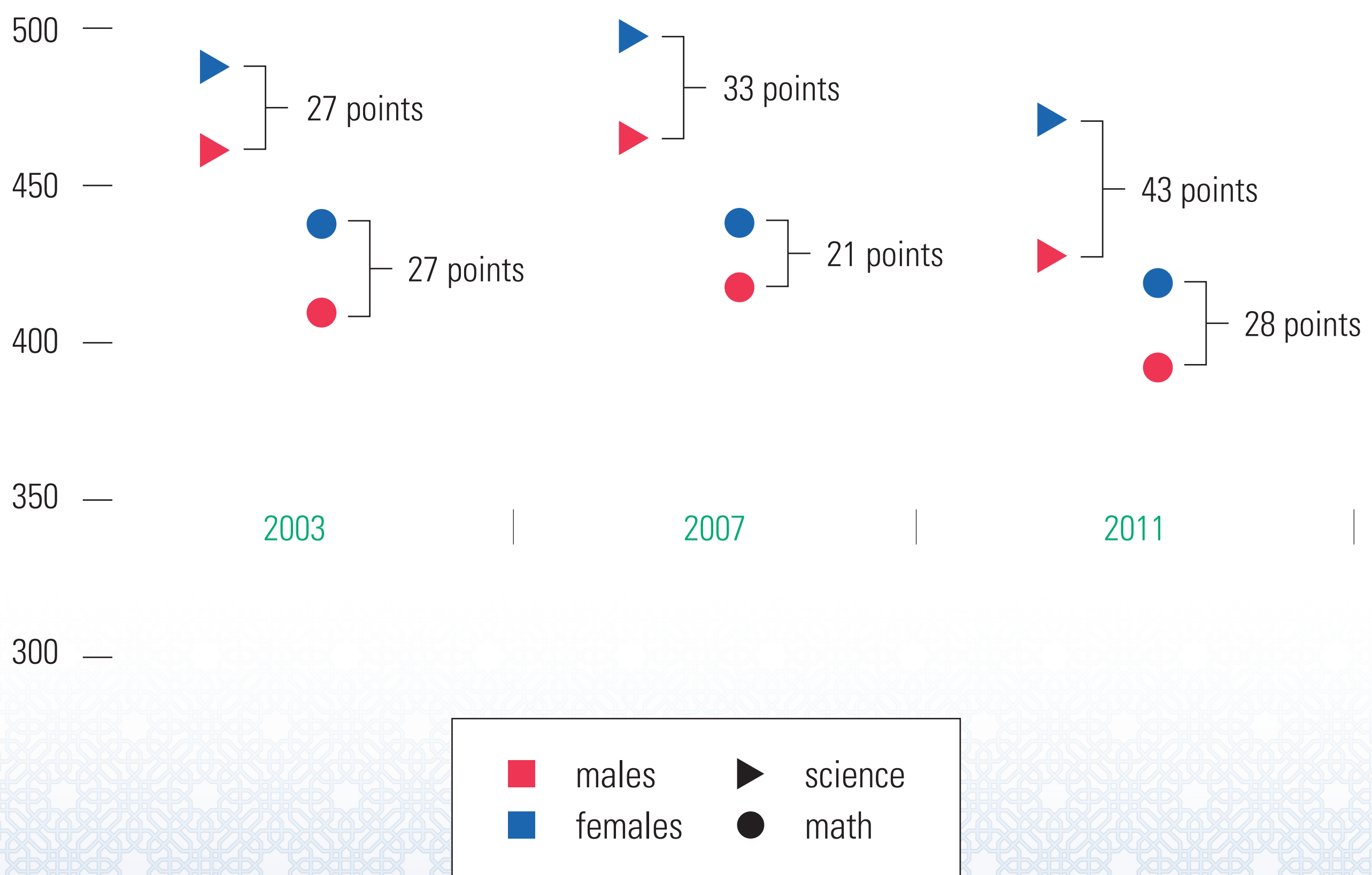


EXAMINING Jordan's Gender Gap in Student Achievement

The Kingdom of Jordan administers a series of standardized tests throughout students' academic careers. Results indicate that female students consistently outperform their male counterparts. World Education and NCHRD designed a study to determine why there is such a gender gap in assessment results and to propose policy options that would narrow this achievement gap.

Researchers confirmed that although neither gender performs very well on standardized tests, girls significantly outperform boys in all subjects, grades, and assessments. World Education and NCHRD also noted that the gender gap is more pronounced in government schools than private schools and that the gap seems to increase as students move to higher grades.

TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS) RESULTS



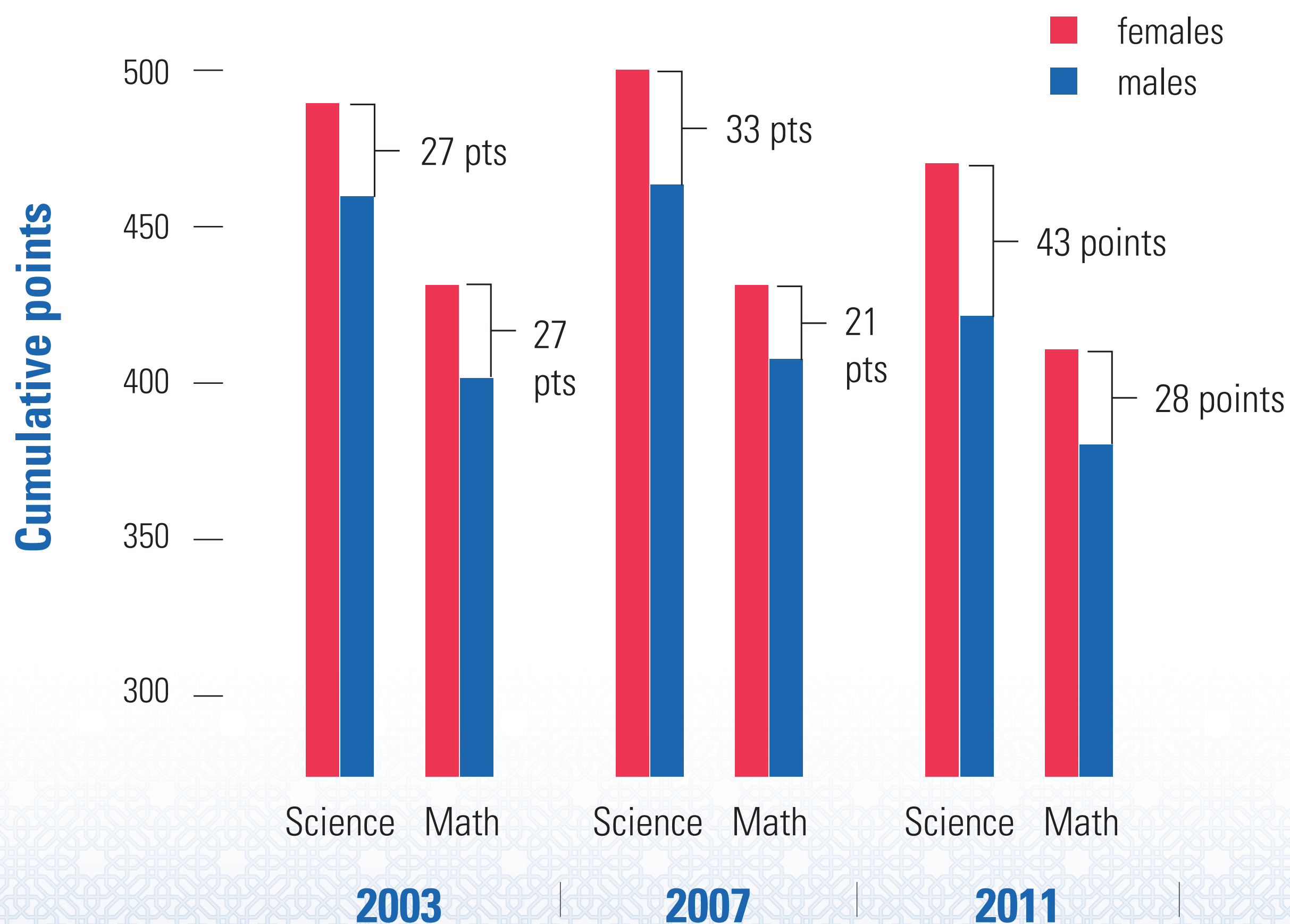
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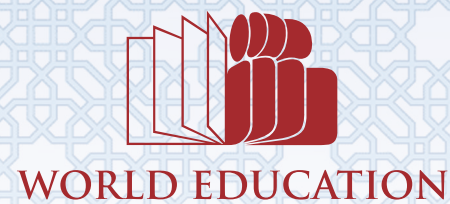
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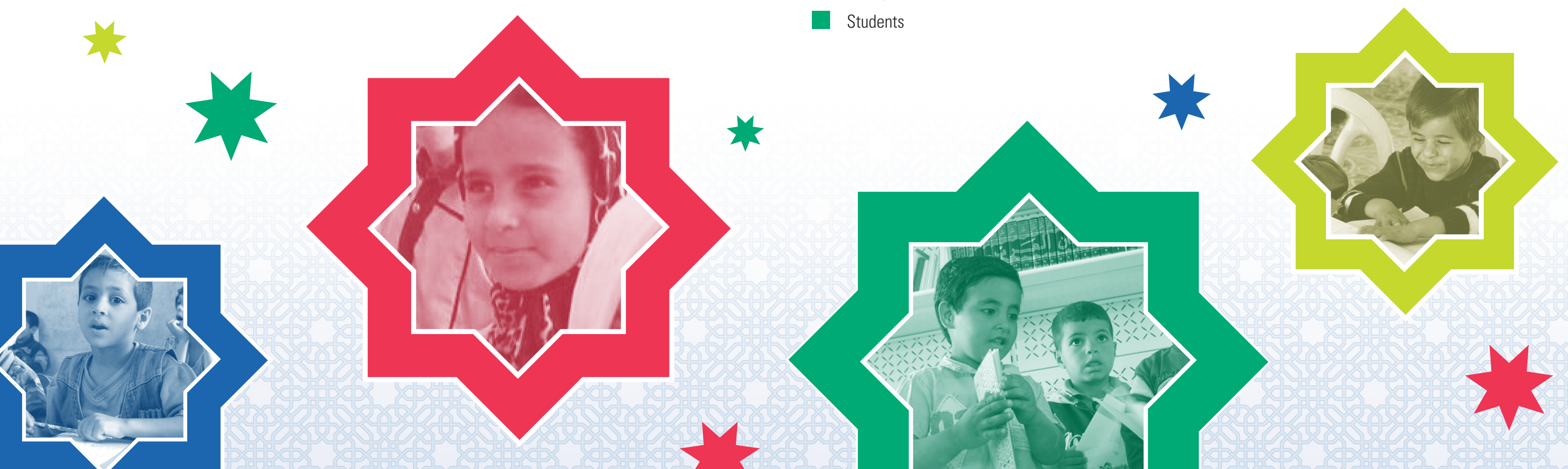
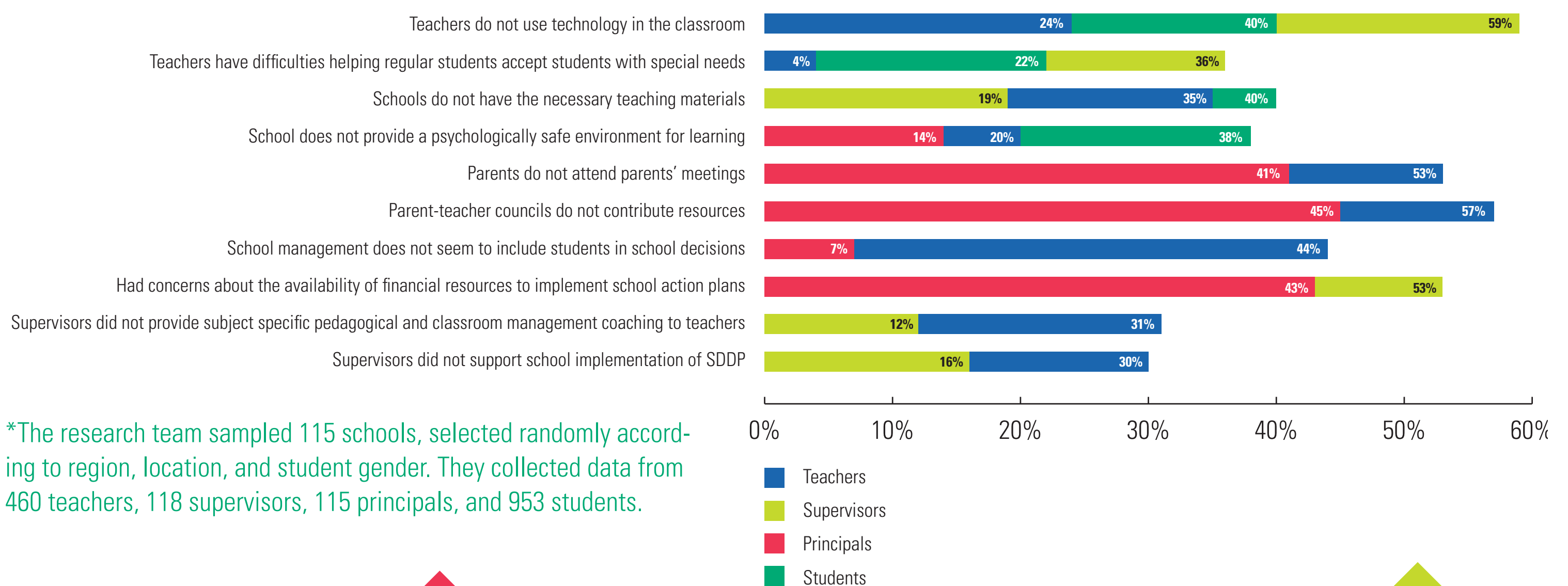
NATIONAL CENTRE FOR
HUMAN RESOURCES DEVELOPMENT



ASSESSING Jordan's School and Directorate Development Program (SDDP)

SDDP is rooted in the decentralization of education authority to the school level. Schools operate under a set of centrally determined policies, but have the autonomy to make decisions regarding their own operations and school management. Central policies include teaching and learning practices, school environment, parental involvement in schools, participatory leadership, directorates' and supervisors' support for education improvement, and program sustainability. World Education and NCHRD designed a study to determine the extent to which schools and directorates comply with the SDDP strategy. They used stakeholders' perceptions of the SDDP training's overall quality and relevance as a key qualitative indicator.

TEACHER, SUPERVISOR, PRINCIPAL, & STUDENT PERCEPTIONS ON SPECIFIC ASPECTS OF SDDP*



ASSESSING Kindergarten Teacher Training

Since 1999, Jordan has rapidly expanded its public school kindergartens (KG), with close to 1,000 classrooms and trained teachers. However, the Ministry of Education expressed concern that it was investing too much in KG training programs with fewer than expected benefits. World Education and NCHRD conducted a study to assess the training programs' effectiveness. Part of the study included observing KG teachers in their classrooms for a school day and evaluating them based on teaching and learning activities promoted in the KG trainings.*

Their observations found that **92.1%** of all Kindergarten teachers performed either outstandingly or satisfactorily in their own classes. Only **7.9%** of teachers were considered poor performers. These results led World Education and NCHRD to conclude that attending one of the Ministry's five KG teacher training programs has a significant benefit on teaching performance.

However, World Education and NCHRD also concluded that any additional training program attended beyond the first training did not offer any value-added "incremental effects" to the teaching practices scores.

AVERAGE PERFORMANCE LEVELS OF ALL KG TEACHERS' TEACHING PRACTICES INDEX

