School-Based Assessment: Policies and Practices in the Asia Pacific

DEVELOPING TRENDS IN MONITORING AND QUALITY EDUCATION ASSESSMENT OF THE SECONDARY GENERAL EDUCATION

Vakhobov Marufjon
PhD Researcher
Uzbekistan

Background expertise: Teacher of history; Senior Methodist; Participated in development of the State Education Sector Plan for 2013 to 2017;

Current role and responsibilities: Vakhobov M. M. Head of department, Ministry of Public Education of the Republic of Uzbekistan; PhD researcher Uzbek pedagogical scientific-research institute of pedagogical sciences of the Republic of Uzbekistan.
Theme of phd research is “Modulating monitoring and quality education assessment system of the secondary general education”.

Professional perspectives/experiences in regard to school-based assessment: Participated in the development “Regulations about rating system of control over the quality of students’ knowledge of 5-9th grades”;
Participated in the development of a monitoring mechanism;
Participated in the development of indicators quality of secondary education;
In 1997 on the basis of the again accepted Laws of the Republic of Uzbekistan: «On Education», «On the National Program of personal training» in the country the unique system of continuous formation including its following kinds is entered:

- pre-school education;
- primary education;
- general secondary education;
- secondary-specialized;
- vocational training;
- higher education;
- postgraduate study;
- professional improvement and staff retraining.
Uzbek Model of education

I – stage

0

II – stage

1

Beginners school
(4 years)

2

General secondary school
(5 years)

3

Academic lyceum
(3 year studies)

Higher education programmes
(medicine, 12 years)

5

Masters degree
(not less than 2 years)

General higher education programmes
(not less than 4 years)

Higher education professional programmes

Higher education

After higher education

Labor market

Vocational training

General secondary education

Preschool education

I – stage

II – stage

voluntary education

necessary education
**Objectives**

Indicators system of quality of secondary school education

**Principles** → **Parameters** → **Indicators** → **Source of indicators**

**Qualitative indicators**

**Quantitative indicators**

Process of assessment in schools

**Analytical information**

**Management decisions and methodical recommendations**

Feedback

Analytical information on status

Decisions and recommendations on quality improvement
<table>
<thead>
<tr>
<th>Type of assessments</th>
<th>Methodology</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current assessment</strong></td>
<td>Carried out by the teacher directly in the classroom through a survey during a session (problem solving, completion of exercises, quizzes, etc.).</td>
<td>The systematic control of knowledge and skills of students in the form of surveys, workshops, seminars, examinations, tests;</td>
</tr>
<tr>
<td><strong>Interim assessment</strong></td>
<td>Carried out by the end of the quarter, or after a specific chapter of the curriculum. Held in the form of examinations, tests, trials and other studies related to determining the level of knowledge and skills</td>
<td>Carried out at the end of the quarter and at the end of the relevant section of the training program to evaluate the knowledge and skills of students. It is held in the form of exams, tests, tests and qualification works; This information is also used to monitor the efficiency of the way teachers teach school subjects.</td>
</tr>
<tr>
<td>Type of assessments</td>
<td>Methodology</td>
<td>Comments</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>End of Grade assessment</strong></td>
<td>Carried out in the form of examinations, tests, or tests associated with determining the level of knowledge and skills acquired at this stage of education (grades 4 and 8)</td>
<td>Carried out at the end of the school year in the form of examinations of tests, tests. On the basis of a rating and a decision is made to transfer a student to the next grade; Subjects, the volume, the topics, dates and types of tests for the level control are determined by Republican Centre for Education under MoPE. The Centre prepares the materials (questions, exercises, tests, etc.). Teachers can make adjustments to the assessment material (in questions, assignments, tests, etc., with the exception of the subject, the timing and types of tests). The adjustments proposed are agreed at the Methodical Council of the educational institution. Results of level control are the basis for the transfer of the child to the next grade.</td>
</tr>
<tr>
<td><strong>Final control</strong></td>
<td>Held in the form of state examination for graduates of the grade 9, followed by certification.</td>
<td>Final control - performed on completion of training in the form of state certification. Subjects, the volume, the topics, dates and types of tests for the level control are determined by Republican Centre for Education under MoPE. The Centre prepares the materials (questions, exercises, tests, etc.). Teachers can make adjustments (up to 10-15%) to the final control materials.</td>
</tr>
</tbody>
</table>
# External monitoring mechanism

<table>
<thead>
<tr>
<th>Organization conducting monitoring</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District monitoring departments</strong></td>
<td>Assessment of Grades 5, 6 and 7</td>
<td>Assessment of Grades 6 and 7</td>
<td>Assessment of Grade 5-9</td>
<td>Assessment of Grades 4-5, 9</td>
</tr>
<tr>
<td><strong>Regional monitoring departments and MoPE</strong></td>
<td>Assessment of Grades 6-8</td>
<td>Assessment of Grades 6-8</td>
<td>Assessment of Grades 4-5, 9</td>
<td>Assessment of Grades 4-5, 9</td>
</tr>
</tbody>
</table>
Uzbekistan


- State educational standards and “Regulations about rating system of control over the quality of students’ knowledge”.

- SBA concept is reflected in educational policy. Based on the SBA results curricula is reviewed and updated every 5 years. Upon completion of 9 years of schooling, and based of the SBA results pupils are granted a certificate of general education graduation.

- SBA integrated in primary education (I-IV grades) and secondary education (V-IX grades). SBA is used to assess all school subjects.

- There are challenges of how to assess the level of good manners (breeding, mannerliness)?