Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

   National Diagnostic Assessment in Arabic and Maths for Grade 4 to 11 in Jordan

2. Country or countries where the practice is implemented *

   Jordan

3. Please select the **most relevant** Action Track(s) the best practice applies to *

   ☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

   ☐ Action Track 2. Learning and skills for life, work, and sustainable development

   ☐ Action Track 3. Teachers, teaching and the teaching profession

   ☑ Action Track 4. Digital learning and transformation

   ☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

    MOE and UNICEF Jordan

5. Key words (5-15 words): Please add key descriptive words around aims,
   modalities, target groups etc. *

    national diagnostic assessment, Arabic and maths, digital, learning recovery, grade 4 to 11, all
    children including refugees.

6. What makes it a best practice? *

    A national diagnostic assessment to assess learning loss of all one million children in Jordan
    from Grade 4 to 11. This paper based assessment was administered in March 2022 with results
    entered online by teachers. An online dashboard is RAG rated and enables teachers to see what
    students know and can do, by student and by area of the curriculum. A national analysis of
    results will be ready end June 2022 and will inform design of remedial programs and identifying
    schools, grades and areas of the curriculum with particular challenges.

Description of the best practice

7. Introduction (350-400 words)

   This section should ideally provide the context of, and justification for, the practice and address the following issues:

   i) Which population was affected?

   ii) What was the problem that needed to be addressed?

   iii) Which approach was taken and what objectives were achieved? *

   UNICEF is supporting the Ministry of Education to design remedial education programs during and post COVID-19 and to set up a national diagnostic assessment for grades 4 to 11 in mathematics and Arabic. The primary objective of the National Diagnostic Assessment is to support teachers in identifying the extent of learning loss and to enable them to use the results at school level to plan learning organization. The assessments are therefore organized so teachers can identify misconceptions and address these in teaching.

   Despite the difficulty and the risk of capturing the results of a diagnostic assessment nationally, MOE felt that having an indicator for how great learning loss is across the country would be useful. Analysis of the NDA results is being undertaken in order to provide data that can inform the design of remedial programs.

   As context, since mid-2020, UNICEF has been developing a suite of remedial and accelerated programs designed to assist children and teachers to catch up learning. The following learning recovery programs are currently developed or under design by UNICEF Jordan;

   1. A competency level Reading Recovery programme for children attending schools and NFE Centres in the
   refugee camps, as well as Makani centres. This programme could have wider reach and MOE is seeking
   funding to implement nationally.

   2. An accelerated programme in Arabic and mathematics at grade level for Makani children grades 1 to 9 to
   support them in catching up lost learning. MOE is seeking funds to implement this program nationally.

   3. Learning Bridges: a national blended learning program for Grades 4 to 10.

   The NDA should be understood as underpinning and informing the MOE response to learning loss during and post COVID-19 as set out in the MOE Education During Emergency Plan (2021).

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation?
   *

The national diagnostic assessment is for all students in formal schools from Grade 4 to 11. Each student is given a paper in maths and Arabic that takes them back two grade levels. So a Grade 4 student would be given a paper to assess Grade 2 and then Grade 3 mathematics. On a separate day, the student would sit Grade 2 and then a Grade 3 Arabic paper.

Administrative instructions are made available to the school in printed form, as well as through online training.
These detail how to deliver the NDA, including accessibility. As an example, students with learning difficulties are given additional time, whilst those younger children that may have difficulty reading can have the questions read out to them by the teacher.

UNICEF's Role;:

1. Hired experts in the design of national diagnostic assessment processes to develop the overall framework for
grade level diagnostic assessments to ensure high quality assessment items that would provide teachers with
guidance on what students knew, understood and could do to enable teachers to teach at the right level.
Recommendations report and analysis of curriculum documents were agreed by MOE
2. Worked closely with the Curriculum Department to ensure that the assessments were aligned to the critical
concepts identified by MOE for grades 1 to 10 in mathematics and Arabic.
3. Trained subject experts across the region in mathematics and Arabic to write quality assessment items. All
items are in the process of being QAed by MOE and assessment experts.
4. Hired a national education project manager consultant to manage the process to ensure that the assessment
was ready for schools
5. Provide the necessary funds to cover the printing of all the assessments for all schools (with a commitment
from the MOE to ensure a secured delivery), and national recording system on OpenEmis
6. Developed an online training package for teachers and a national communication strategy to ensure that all
stakeholders understand the purpose of the test.
7. Working closely with QRC to design a simple mechanism on OpenEmis so that the results could be uploaded
nationally and may be useful to inform learning organization scenarios and the development of national
support programmes to enable children to catch up on their learning.

8. Technically supporting analysis of results in partnership with QRC and Examinations Department.

To date, UNICEF has allocated $1.17m to support the development and implementation of the NDA. The MOE has indicated they will invest further in the NDA in subsequent years with support of other institutional donors such as the World Bank.

9. Results – outputs and outcomes (250-350 words)
To the extent possible, please reply to the questions below:
i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
ii) What were the concrete results achieved with regard to outputs and outcomes?
iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Since the implementation of the NDA in March 2022 the results of 846,439 students have been entered into the assessment portal representing 78 per cent of targeted students. A follow up is planned in June 2022 in double shift schols (200) and Zataari refugee camp to increase participation of schools in vulnerable communities. The analysis of the results is available on teacher dashboards, with national analysis under way.

Online training has prepared teachers to undertake the assessment and enter results. Directorate level supervisors have provided support to teachers and schools across the country during implementation, as well as a helpdesk within the MOE. Online resources are available to support teachers to understand common misconceptions and support students in learning recovery.

Undertaking a NDA is transformative for Jordan as it allows teachers to understand what children know and can do post COVID-19 school closures. Eveyr teacher has access to a dashboard with class and student level results.

National analysis of results will also inform the design of remedial programs and identification of struggling schools. Grade level reports are currently being prepared by MOE with UNICEF. The MOE plans to continue the NDA on an annual basis which will enable tracking of learning recovery over time.

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    The NDA was implemented by the MOE with technical support of UNICEF. A number of components were critical to successful implementation;

    Working in partnership with MOE on the assessment design. The assessments were designed with support of global and regional assessment experts, as well as the MOE team. There were over 100 individuals involved in the design of this high quality assessment, with18 assessment papers and administrative instructions developed (Arabic and maths for Grades 2 to 10).

    Many teachers completed the NDA online training, but even after the NDA was implemented there is still need for additional efforts to ensure all teachers working in mathematics and Arabic take the training as this will help them understand how to use the results and the materials available to them. As of end March 2022;

    • 18,030 teachers accessed the training portal and viewed the training course.
    • 16,566 teachers completed the training course successfully.
    • 7,970 teachers did not take the training at all.

    Directorate supervisors supported the implementation of the NDA by visiting schools and providing support as well as completing monitoring forms. The supervisors also encouraged teachers to complete the online training and enter marks in the portal.

    A national communication campaign explained to students, parents and teachers the purpose of the NDA and that this was not a high stakes exam. Three animations were designed and played on national TV and other social media. This was critical to buy-in and success.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice". What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

    A national diagnostic assessment to assess learning loss of all one million children in Jordan from Grade 4 to 11. This paper based assessment was administered in March 2022 with results entered online by teachers. Over 78% of targeted children have had marks entered online. The NDA was accompanied by support for teachers on how to support children to overcome common misconceptions and target efforts to support children's learning.

    An online dashboard enables teachers to see what their students know and can do. A national analysis of results will be ready end June 2022 and will inform design of remedial programs and identifying schools, grades and areas of the curriculum with particular challenges. This is one of the first national diagnostic assessments globally that provides real time data to schools to address learning loss, whilst also allowing for a snap shot of learning at the national level. The MOE intends to use the NDA as a foundation for the development of a national assessment strategy (with technical support of the World Bank) and repeat on annual basis.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the "best practice" for those who may be interested in knowing how the results benefited the beneficiary group/s. *

Further documentation available from UNICEF Jordan. MOE will have an report analyzing results by end June 2022 though it is not intended for publication.