

Division for Quality Assurance, Standards, Assessment and Licensing



Republika e Kosovës
Republika Kosova - Republic of Kosovo

Qeveria – Vlada-Government

Ministria e Arsimit dhe Shkencës
Ministarstva za Obrazovanje i Nauku
Ministry of Education and Science

STUDENT ASSESSMENT FRAMEWORK OF THE PRE-UNIVERSITY EDUCATION OF KOSOVO

Prishtina 2020

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LIST OF ACRONYMS

KAS	Kosovo Agency of Statistics
MED	Municipal Education Directorate
DQASAL	Division on Quality Assurance, Assessment, Standards and Licensing
ISCED	International Standard Classification of Education adopted from UNESCO at the General Conference at its 29th Session in November 1997 changed over time
KPI	Kosovo Pedagogical Institute
KESP	Kosovo Education Strategic Plan
KCF	Kosovo Curriculum Framework
KNFSA	Kosovo National Framework for Student Assessment
MES	Ministry of Education and Science
OECD	Organization for Economic Co-operation and Development
PISA	Program for International Student Assessment

1. EXECUTIVE SUMMARY

The Student Assessment Framework in Pre-university Education of Kosovo aims to provide a coherent and comprehensive description of how internal, external and international student assessment in pre-university is organized and integrated for students of this level in Kosovo. This publication can serve to achieve knowledge-based learning and learning outcomes, to outline, further, also with guidelines for student assessment directions, always referring to curricular documents, applicable legislation, and student assessment trends. Empirical data about students' learning outcomes and progress, presented in this publication, are a source to emphasize advantages and weaknesses of education and help clarify the way to improvement.

The process of drafting the framework started in 2018 when the working group represented by all interested parties for the student assessment process in Kosovo was established and started to work. The working group for drafting this framework was supported by the twinning company CITO (Institute for the Measurement of Education from the Netherlands), which was contracted by the Project: Improving the Education System in Kosovo (KESIP), with the support of the World Bank and managed by MES.

Chapter I briefly presents the basic data on the structure of the education system in Kosovo, as student assessment operates within the education system. This chapter describes the educational structure and provides official data on the number of schools, the number of teachers and the number of students in our education system. Also, a summary of the curriculum is provided - based on competencies and division of responsibilities between levels, such as: Ministry of Education and Science, municipalities, and pre-university education institutions in the Republic of Kosovo. The chapter concludes with the presentation of the latest changes pertaining to the structure of Pre-University Education, as well as the field of curricular reform.

Chapter 2 presents the approach toward Student Assessment Framework in the Kosovar education context. It describes the key developments in pre-university education and student assessment in Kosovo that define this framework. Referring to this chapter, the Framework provides a coherent view of the features of student assessment, student assessment procedures, capacity for student assessment, and the use of results gained from student assessment. Through providing clarity about the purpose of student assessment, the assessment process itself and the use of student assessments results, the Framework will contribute to improvements in education. The chapter concludes with advises for the approach toward student assessment indicating implementation flow of the Student Assessment Framework.

Student assessment in pre-university education of Kosovo is described in **Chapter 3**. The chapter starts with describing the general features of student assessment. After providing the information for the legislative framework of student assessment, the goals and principles of student assessment in Kosovo are described as well as the types of assessment. A distinction is made between internal and external assessment in the Kosovo education system. First, the current procedures for internal assessment are described (continuous) throughout the school year, further- final assessment procedures at the end of the school year and key stage assessment at the end of each curriculum stage. Following the external assessments at the end of grade 5, 9 and 12 the challenges in the assessment processes in Kosovo are described. Before presenting the report and using the evaluation results, the content of the text leads us to the knowledge of the various evaluators and the procedures for capacity building and development. The chapter concludes by introducing an observational aspect to future

developments in the field of evaluation. So, student assessment, as a result, is moving towards a kind of assessment that is competency-based and towards a perspective of developing evidence-based norms. In a not so distant future, a shift towards combining system evaluation and formative assessment could be very fruitful for education in Kosovo.

Teachers are the main assessors of students at the school institutions therefore the teacher appraisal system in Kosovo should be seen as related to the student assessment. **Chapter 4** briefly describes the teaching staff and their performance appraisal and aspects of teacher performance appraisal related to student assessment. The chapter briefly describes the role of teachers in student assessment process, for capacity building of teachers to assess students and use of student assessment results in the work of teachers.

Student assessment takes place within the school and plays a certain role in the evaluation of the school. Therefore, **Chapter 5** briefly describes briefly the school evaluation system and the aspects of school evaluation related to student assessment. Student performance is one of the areas for evaluating school performance as it reflects the school's impact in accomplishing its core mission. Next, the role of school in student assessment and the quality assurance of student assessment are outlined. The chapter ends with sketching some future directions and a discussion on the role of student assessment in school evaluation.

Student assessment has an important and special role in the evaluation of the education system as a whole. Therefore in **Chapter 6** system evaluation and the role of student assessment is emphasized. In this chapter, the general characteristics of the system evaluation, as well as the mechanisms and competencies for the evaluation of the education system are given. Next, the chapter focuses on the aspects of system evaluation, capacity building to evaluate the system, system evaluation procedures and instruments, initiatives and their implementation. The results of national student assessment are mentioned and special attention is given to the results of international assessment in which Kosovo has participated (PISA) and plans to participate in the near future (TIMMS, PIRLS). International comparative studies mainly serve to inform the national education systems.

The chapter concludes with an overview of the use of evaluation results and policy making.

At the end of each chapter, the relevant documents are given as a reference to which sources the text has referred, which appear as a point of reference, in order to make possible a more inter-referential reading, which would then encourage even more the further research of texts and documents by readers who want more information and knowledge in this field.

2. INTRODUCTION

This document gives a coherent overview of student assessment in pre-university education of Kosovo. The primary purpose of student assessment is to support and improve students' learning. Student assessment provides information about students' learning process and learning outcomes and shows how learning and teaching processes can improve. The Student Assessment Framework in Pre-university Education of Kosovo aims to describe and provide advises and directions in a comprehensive way on how internal, external and international student assessment in pre-university is organized and integrated to allow for well-grounded judgements about student learning process and student outcomes as well as the measures for improvement and advancing. Student assessment, as described in this framework, is strongly linked with the learning outcomes, skills and competencies that are defined in the curriculum documents. The curriculum also describes the overall goals, principles and types of assessment to ensure the linkage and sustainability of the student assessment system. The curriculum and the framework encourage the balanced use of different assessment approaches for the systematic monitoring and assessment of students and a move towards competency-based assessment.

The results of student assessment are used to make informed decisions about the individual student, but can also play a role in evaluating and monitoring education at other levels, that is evaluating the school, educational programs or the educational system as a whole. Information gained from assessments and student achievements can be used to increase the quality, equity and efficiency of school education. In the framework, the role of student assessment at each level of the educational system is described as well as procedures, capacity for assessment and the reporting and use of the findings. Through the use of results of student assessment, school-level and system-level actions for improvement of education and accountability can be better oriented and focussed.

In order to make well-founded decisions, assessments need to be of a good quality. All assessments should be fair, transparent, secure and valid. Test quality and validity are therefore key concerns of the framework. Within the framework, the criteria for assessments quality and the threats to the quality of assessment are evaluated and realistic goals and realistic periods for improvement are formulated.

The Student Assessment Framework of Pre-university Education in Kosovo promotes the use of empirical data and aids a shift to evidence-based decision making. Evidence-based decision-making requires more evidence and information about student outcomes and learning. Furthermore, the tendency in Kosovo education towards bigger school autonomy increases the need to monitor schools in this process. Empirical data about students' learning outcomes and progress provides the opportunity to reflect on the strong points and weaknesses of education and shows the way to its improvement.

Since student assessment has its function and takes place within the school system **Chapter 1** describes briefly the main features of the school system. In **Chapter 2**, the Kosovar context and approach to the Student Assessment Framework is described because the main purpose of assessment is to improve students' learning, students and student assessment are placed at the centre of the assessment framework.

In **Chapter 3**, general features of student assessment are described, such as the goals and principles of assessment in pre-university education of Kosovo. The chapter delineates the different types of

assessment in pre-university education of Kosovo. For each type of assessment the period of implementation, assessors, the key goals of the assessment and how the assessment outcomes are described.

Student assessment takes place within the school and teachers are important assessors, therefore **Chapter 4** outlines the role of teachers in student assessment and the development of their assessment capacity. **Chapter 5** focuses on the role of the school in student assessment and the quality assurance of student assessment.

Student assessment has an important and special role in the evaluation of the education system as a whole. Therefore in **Chapter 6** system evaluation and the role of student assessment is discussed with special emphasis on participation in international student assessment.

This document is a first step in the process of strengthening capacities for student assessment and the monitoring of educational outcomes in Kosovo. The assessment framework will support the development of a common understanding and consensus among the stakeholders regarding the goals, standards and criteria for assessing students' learning outcomes, skills and competencies in Kosovo.

CHAPTER I. - PRE-UNIVERSITY EDUCATION STRUCTURE AND THE CURRICULUM FRAMEWORK

Student assessment has its function and purpose for which it was created and functions within the education system. This chapter provides basic data on the education system, such as: the structure of the education system, the number of schools, types of schools, the number of children / students, recent changes in the curriculum, and the division of responsibilities in the education system. The Curriculum Framework of 2011, revised and approved in 2016, is a basic document for the regulation of pre-university education in the Republic of Kosovo. This Document sets out the basic principles of Pre-University Education, the key competencies to be developed and achieved by all students, curricular areas, subjects, curriculum and assessment methods.

1.1. The main structural features of the Kosovo education system

1.1.1. Education Structure

The Kosovo education system consists of preschool education, primary education, lower secondary education and tertiary education. This education system is in line with the International Education Classification Standards (Table 0-1).

The pre-school education (ISCED 0) is applicable for the children between the age of zero until the age of five (0-5). Primary education (ISCED1) lasts five years, starting from grade 1 up to grade 5 (age 6-10). Lower secondary education (ISCED 2) lasts four years from grade 6 to grade 9 (ages 11-14). In upper secondary education (ISCED 3), students can attend general secondary education (Gymnasium) or vocational education for three years through grades 10-12. After completing the secondary education, students can attend tertiary education or access the labor market.

Through these three formal level education, students are continually being prepared for lifelong learning as well as for the labor market. The opportunities offered to achieve qualifications under various levels of pre-university education based on the National Qualifications Framework are presented in Table 0-1. Compared to the Qualifications Framework, the Curriculum Framework refers to four formal levels of education as well as five levels of qualifications.

Table 1. Formal levels of Pre-university Education in Kosovo

Levels according to ISCED ¹		Formal levels of pre-university education in Kosovo ²	Age
		Adult Education / Full-scale lifelong learning (formal and informal)	23/24+
ISCED 6		Postgraduate education	23/24+
ISCED 5		University education	
ISCED 4	Level 5 According to the National Qualifications Framework	Post-secondary education (non-university)	18 +
ISCED 3	Level 4 National Qualifications Framework	Upper secondary education Gymnasium – grades 10-12 Vocational schools (grades 10-12)	15-17
	Level 3 National Qualifications Framework	Upper secondary education Vocational Schools (Grades 10-11)	15-16 Vocational Schools
ISCED 2		Lower secondary education Grades 6-9 preparatory class	11-14
ISCED 1		Primary education Grades 1 – 5	6-10
ISCED 0		preparatory class	5-6
		Pre-school education	Birth- 5

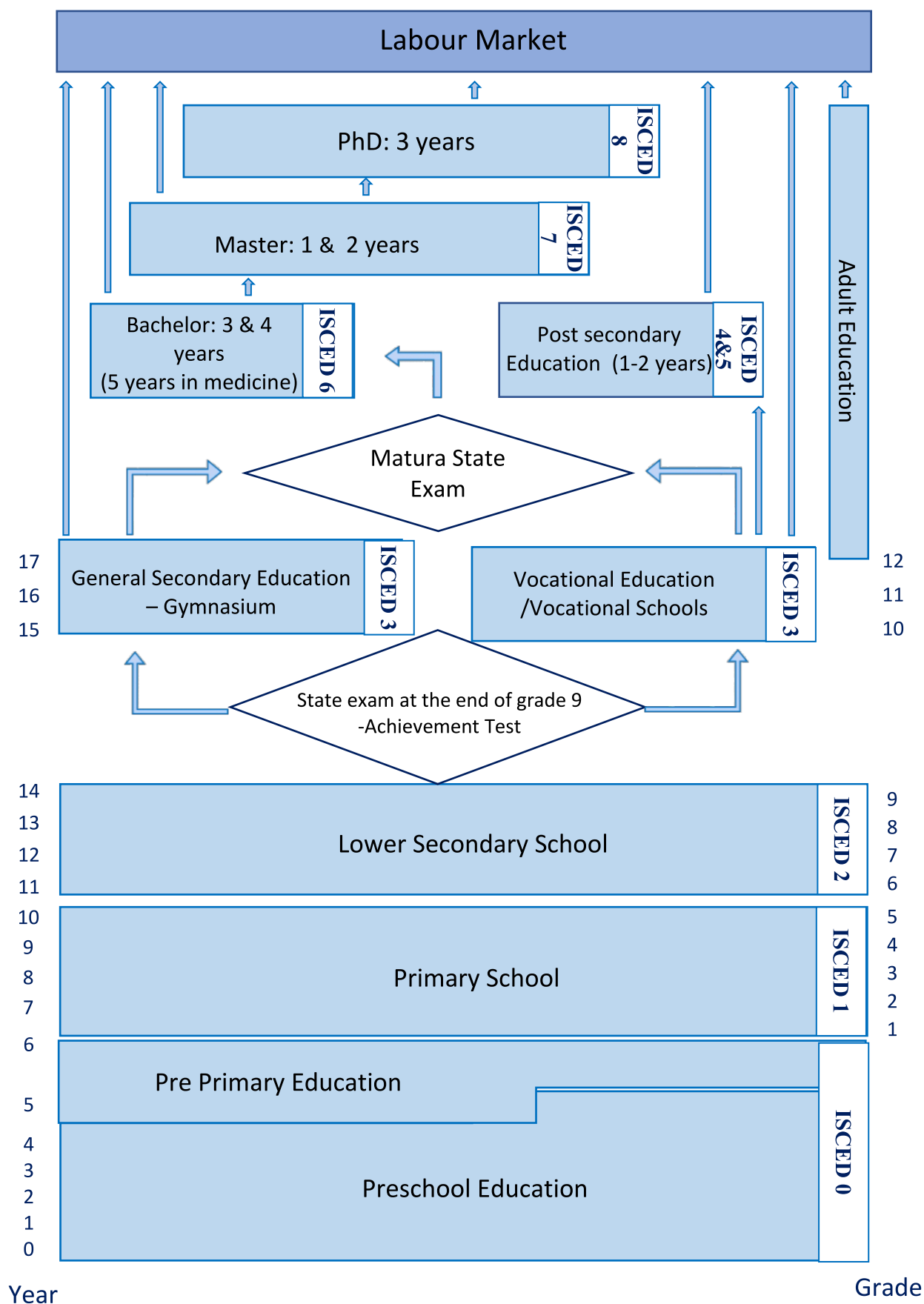
Primary and lower secondary education is compulsory in Kosovo. At the end of each level of education, MES organizes the External Evaluation (Table 1). After lower secondary education, students can attend gymnasium or vocational school. After graduating from gymnasium, students take the Matura Exam. With the Law on State Matura Exam (2016): (i) all students / candidates of gymnasiums, who have successfully completed the last year, are provided with a diploma and are subject to the State Matura Exam; (ii) all students / candidates who have successfully completed the Final Vocational Education Exam are awarded a diploma. Students who want to enroll in HEIs, are subject to the State Matura Exam.

¹ International Standard Classification of Education.

²The last three parts are not a part of pre-university education.

Table 2. General Structure of the Educational system in Kosovo¹

GENERAL STRUCTURE OF EDUCATION SYSTEM IN KOSOVO



In Kosovo, pre-university education takes place in public and private institutions. The public education system in Kosovo functions through a network of 43 pre-school institutions, 942 primary and lower secondary schools, 125 upper secondary schools (see Table 0-2). Within the education system in Kosovo there are six resource centers.

In the upper secondary education, gymnasiums are divided: natural sciences gymnasium, social-linguistic gymnasium and specialized gymnasium (artistic, mathematics, linguistic, technical, etc. (NQF, pg. 32). Secondary vocational schools are divided according to the following profiles: agricultural, economics, medical, music, trade, theological, art and competence centers¹.

Table 3. Number of educational institutions in Kosovo, number of students and teachers in public institutions in 2019/2020 including those of the preschool education level up to the upper secondary education.

Description	Compulsory Education	Age group	Number of students	Number of public institutions	Teachers
Pre-school education (ISCED 0)	No	0-5	4164	44	553
Pre-primary education (ISCED 1)	Yes ²	5-6	21660	927	17426
Primary and lower secondary education (ISCED 2)	Yes	11-14	229338		
Upper secondary education (ISCED 3)	No	15-17/18	74427	123	5255
Total			329589	1094	23234

1.1.2. Inclusion and participation

Participation and inclusion in quality education refers to the right of every child / student and young person to equal access and opportunities for maximum development of his / her potential. These expectations are reflected in the principles of the Pre-University Education Curriculum Framework. According to the Annual Statistical Report, with educational indicators 2018/2019³, the Gross Enrollment Rate (GAU) in Primary Education (Grades 1-5) is - 100.3%; in Lower Secondary Education (grades 6-9) - 90.5%; in Primary and lower secondary education - 95.7%; in Higher Secondary Education (Grades 10-12) - 86.82%; children who are out of school in compulsory education - 4.3%. In 2019/20, in upper secondary education, 53.2% of students are in Vocational Education. Currently, in Preschool, Primary and Lower Secondary Education, 51.5% of students are male and 48.5% of students are female. In upper secondary school, in gymnasiums - 42.3% of students are male, and 57.7% of students are female. In Vocational Schools - 58.4% of students are male and 41.6% of students are female. The inclusion of children with special needs in compulsory education remains low. Also, the inclusion of Roma, Ashkali and Egyptian students in Preschool,

¹ Ministry of Education, Science and Technology & Kosovo Agency of Statistics (2016). Education Statistics in Kosovo 2017/2018, p. 11.

² Is applied according to the transitional legal provisions, according to which, a financial cost assessment is required. The inclusion of children in the preparatory grade is high, but this grade is not compulsory due to the above mentioned reasons.

³<https://masht.rks-gov.net/uploads/2019/12/raport-vjetor-statistikor-me-tregues-arsimore-2018-19.pdf>

Primary and Higher Secondary Education is low. The number of students who have dropped out of school has not been monitored and their number has not been properly reported, therefore the data on students who have dropped out of school are not accurate.

Table 4. Data on Ashkali, Roma and Egyptian students in the 2019/20 school year

	Ashkali			Roma			Egyptian			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Preschool/Pre-primary education (age 0-<6)	100	85	185	64	53	117	35	32	67	199	170	369
Lower primary/secondary	1905	1771	3676	543	543	1086	549	499	1048	2997	2813	5810
Upper secondary	146	114	260	113	69	182	79	58	137	338	241	579
Total	2151	1970	4121	720	665	1385	663	589	1252	3534	3224	6758

Table 5. Students in public and private education by level, in the academic year 2019/20

Students in public and private education by level, in the academic year 2019/20									
Level	Public			Private			Total		
	M	F	T	M	F	T	M	F	Total
Pre-school education [age 0- <5]	2206	1958	4164	2718	2511	5229	4924	4469	9393
Pre-school education [age 5- <6]	11244	10416	21660	1060	930	1990	12304	11346	23650
Lower primary/secondary education	118085	111253	229338	2894	2358	5252	120979	113611	234590
Upper secondary education	37852	36575	74427	1895	1585	3480	39747	38160	77907
Total	169387	160202	329589	8567	7384	15951	177954	167586	345540

In the statistical reports presented on an annual basis, which are published by the EMIS, the decrease in the number of students is observed from year to year. This decline represents a statistical trend already identified by the Kosovo Agency of Statistics and is a fact for which the Student Assessment Framework provides to be taken into account in national and international assessments.

1.1.3. Curriculum

The curriculum is a fundamental document which regulates the pre-university education in Kosovo. The curriculum is competency-based in order to provide a sound basis for education for lifelong learning and to increase the quality of education and to build a knowledge society. Following this basic document, the core curriculums were developed for the three formal levels of pre-university education. The curriculum aims to increase the autonomy and accountability at the school level in terms of defining and distributing the educational content.

The curriculum principles support its development and implementation in the pre-university education in Kosovo through inclusion, integrated and coherent learning (which enables an autonomous and flexible implementation of the curriculum at the school level), responsibility and accountability(that reflect creation of a culture for continuous assessment) as well as the development of key competencies.

Key competencies determine the main learning outcomes that students have to achieve progressively and sustainably throughout the pre-university education system. Competencies refer to an interrelated set of knowledge, skills, attitudes and values that are applicable and transferable. "They enable students to cope with the challenges of the digital era and with the knowledge-based labor market in an interdependent world" (p.16) The following are the main competencies in the Kosovo curriculum framework (p. 16-22):

- Competency in communication and expression
- Competency in thinking
- Competency in learning
- Competency in life, work and environment-related
- Personal competency
- Civic competency

The curriculum framework has six main stages, which represent the time periods with common characteristics in terms of children/student development and curriculum requirements (see

Table). Within each level of pre-university education, two main stages are distinguished (see

International Standard Classification of Education	Formal levels of pre-university education	Key curriculum stages
ISCED 3	Upper secondary education Grade 12	Stage 6: Consolidation and specialization
	Upper secondary education Grades 10-11	Stage 5: Basic general and professional development
ISCED 2	Lower secondary education Grades 8-9	Stage 4: Reinforcement and orientation
	Lower secondary education Grades 6-7	Stage 3: Further development and orientation
ISCED 1	Primary education Grades 3-5	Stage 2: Reinforcement and development
	Primary education Grades 1-2	Stage 1: Basic acquisition
ISCED 0	Preparatory grade	
	Pre-school education	Preparatory rate Education in Early Childhood

Within each stage, the competencies are developed through seven curricular areas. These curricular areas (containing one or more subjects) are the basis for organizing the educational process and defining the study programs. The following are the curriculum areas:

1. Languages and Communication;
2. Arts;
3. Mathematics;
4. Natural Sciences;
5. Society and environment;
6. Physical education, sports and health;
7. Life and work.

Under each curriculum stage the expectations are described (pages 33-37) expected to be achieved by the students and to be assessed. The results of the main competences are given in the Core Curriculum¹ documents for each stage of curriculum.

The Student Assessment Framework stipulates in advance that Internal Assessment and External Assessment of students be based on the principles and goals of the curriculum, and that assessments be based on competencies. For student assessment, the process of curriculum development and implementation and the specifics of the classes in which assessments are made should be taken into account. Also, the Assessment Framework provides that, in conjunction with Chapter VI of this document, in the framework of assessments, there should be an integrated Assessment or a separate Assessment that focuses on curriculum assessment, in order to measure its effectiveness and we have an outline for future directions.

1.2. Sharing the responsibilities

The division of responsibilities of the main providers in pre-university education in Kosovo is defined by the Law on Education in the Municipalities of the Republic of Kosovo (2008)¹ and the Law on

¹ Core curriculum for early childhood development (birth - 5 years); Core Curriculum for pre-primary grade and primary education; Core curriculum for lower secondary education; Core Curriculum for lower secondary education (Core Curriculum for gymnasias and Core Curriculum for vocational schools).

Pre-University Education in the Republic of Kosovo (2011)². These two laws describe the duties and competencies of the Ministry of Education and Science, municipalities and educational institutions.

1.2.1. Ministry of Education and Science

The Ministry of Education and Science (MES) is the main institution responsible for the pre-university education system, for setting standards and for quality assurance at all levels of the education system. MES promotes a comprehensive and non-discriminatory education system with lifelong learning opportunities. MES is responsible for policy making and implementation of legislation for the development of education, including higher education, science and innovation in Kosovo. MES determines the results of different levels of pre-university education and provides qualifications to those who have successfully completed pre-university programs. MES is responsible for drafting the Kosovo Curriculum Framework and subject programs. MES approves textbooks, approves tools and other teaching materials to ensure the standards and quality of materials used in educational institutions, and approves professional development programs and teacher involvement in training, funded by the budget of the Republic of Kosovo. MES defines the criteria and manages a licensing and certification system of all teachers.

MES is also responsible for planning and managing education policies, as well as monitoring the education system, in which data-based decision-making is essential.

MES publishes regular annual statistical reports and periodic internal reports.

MES has the task of improving the quality and efficiency of education at all levels and to facilitate the development and quality improvement of the education system through quality assurance mechanisms, such as the Education Inspectorate.

MES determines the results of different levels of pre-university education and provides qualifications for those who have successfully completed pre-university programs.

Education Inspectorate

The Education Inspectorate is a central executive body, which is responsible for quality assurance and is directly subordinated to the Minister of MES and, according to the law, performs these functions:

- **Evaluation function** – evaluates the quality of service of educational institutions.
- **Controlling function** - controls the compliance of the educational institutions with the effective legal and sub-legal acts.
- **Advisory function** - advises executives and employees of educational institutions.
- **Informative/reporting function** - informs the minister, MEDs and educational institutions about the findings of the inspection and publishes them on an annual basis.
- **Supporting function** - promotes successful practices of educational institutions and the development of educational policies.

¹Assembly of the Republic of Kosovo. Law on Education in the Municipalities of the Republic of Kosovo, Law no. 03 / L-068 (2008), Prishtina.

Official Gazette of the Republic of Kosovo.

http://www.kuvendikosoves.org/common/docs/ligjet/2008_03-L068_al.pdf

²Assembly of the Republic of Kosovo. Law on Pre-University Education in the Republic of Kosovo, Law no. 04 / L-032. Official Gazette of the Republic of Kosovo / no. 17/16 September 2011, Prishtina.

<https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2770>

Thus, the role of the Education Inspectorate in the field of student assessment is related to the functions it has within the tasks and responsibilities.

1.2.2. Municipalities

The responsibilities and competencies of municipalities are regulated by the Law on Local Government, no. 03 / L040, dated 20 February 2008, as well as the Law on Education in the Municipalities of the Republic of Kosovo, dated 03 / L-068, 21 May 2008. Municipalities are responsible for the construction and maintenance of educational facilities and for providing a healthy environment for students and staff. Municipalities enroll and admit students. They monitor and report on the progress of students – to parents and other authorities. They supervise and inspect the educational process in accordance with MES guidelines. Municipalities are also responsible for the employment of teachers and other school staff, in accordance with legal procedures for the recruitment, selection and employment of public employees, as well as for the selection of the principal and the employment of teachers and other school staff. In accordance with the guidelines, principles and standards of MES, municipalities should take care of the training of educators and other professional staff. Municipalities also manage the budget for educational institutions, which includes salaries, services and goods.

Other responsibilities belonging to the municipalities, which are organized and supervised by the MED, according to legal provisions, are the support of schools and teachers for the implementation of curricular reform, as well as for the implementation of school autonomy.

For student assessment, municipalities have a supporting role for schools - in Curriculum Level Assessment, a supporting role - in organizing National and International assessments, as well as a supportive role for teachers - in capacity building in the area of student assessment.

1.2.3. Educational Institutions

The responsibilities of educational institutions, respectively of the governing and professional bodies of educational institutions / schools, are regulated by L-032, 2011 and other legal acts, which regulate specific segments of the functioning of educational institutions. The director of an educational institution has executive responsibilities for the management and general administration of the institution. The principal is responsible for the efficient and effective use of the education management information system and the maintenance of documents and records, as required by the municipality or the MES. The principal also has duties and responsibilities for managing the teaching staff and implementing the school curriculum.

For student assessment, schools play a key role in the Internal Student Assessment process, as described in the relevant documents, which regulate student assessment. Also, their role is to participate in National and International evaluations, according to the procedures and criteria set by the MES. Schools in the future should maximize measures and actions to prevent students from copying, by fulfilling students' rights to receive quality education that provides an enabling environment and quality teaching.

1.3. Recent or proposed changes

Major changes in Kosovo's pre-university education system have been outlined in education policies, which are already part of strategic documents such as: Strategic Plan for Education 2017-2021¹ and Strategy on Quality Assurance 2016-2020¹.

¹ For further details, see: https://masht.rks-gov.net/uploads/2017/02/20161006-psak-2017-2021_1.pdf

Recent changes in the structure of pre-university education and curricular reform include:

- Changes in quality assurance structures; In an effort to ensure the quality in pre-university education, MES has appointed quality coordinators at school, municipal and central level;
- Changes to the education inspectorate, from supervising inspectorate to the quality assurance inspectorate;
- Changes in the organization of the first stage of the curriculum, where the preparatory grade, along with grades 1 and 2, constitute the first stage;
- Changes in the organization of the First Level of the curriculum, in which the Preparatory Class, together with grades 1 and 2, constitute the First Level
- Changes in student assessment per curriculum stage; In chapter 3 of the Framework, information is provided on the purposes and the reasons for this assessment.

Some of the changes that are being implemented in some municipalities are as follows:

- **Organization of schools by education levels.** - is being done in the municipalities of Gjakova, Vushtrri, Shtime, etc. In some urban schools, Primary Education (Grades 1-5) is separated from Lower Secondary Education (Grades 6-9). The aim of the MES and the municipalities is that in the municipalities and schools in which the organization of teaching according to the levels of education can be applied - it should be done, because it is estimated that it is in the interest of the children. Reducing the number of students in all schools is a challenge and at the same time an opportunity to reorganize the work of schools by levels;
- **Organizing the full-day learning.** – piloted in some schools, in the municipalities of Prishtina and Shtime, the organization of full-day learning is being piloted. MES's goals are to extend this organization at a national level, with a clear strategy creating the conditions;
- **Teacher profiling in primary education.** Implemented in the municipality of Gjilan, a pilot practice is being implemented in which elementary school teachers of a school are profiled according to subjects, Albanian language, math or other subjects. Such a change is being planned to be piloted by the municipality of Prishtina as well. Following a study of the practices from these municipalities, decisions about the next steps are expected.

The Student Assessment Framework, in conjunction with Chapter VI of this document, instructs that for changes that begin in the system, as in the section described above, specific assessments be made to assess the effectiveness of these changes in learning and progress of students and opportunities to extend change within the education system.

1.4 Relevant documents

1. Law no. 02/L-67 On publishing school textbooks, educational teaching resources, reading materials and pedagogical documentation.
2. Law no. 03/L-040 On Local Self-Government (20 February 2008). Official Gazette of the Republic of Kosovo.

¹ For further details, see: <https://masht.rks-gov.net/uploads/2016/12/qa-strategy-final-shqip.pdf>

3. Law no. 03/L-068 On Education in the Municipalities of the Republic of Kosovo (21 May 2008). Official Gazette of the Republic of Kosovo.
4. Law no. 04/L-032 On Pre-University Education in the Republic of Kosovo (09 September 2011). Official Gazette of the Republic of Kosovo.
5. Law no. 04/L-037 On Higher Education in the Republic of Kosovo (09 September 2011). Official Gazette of the Republic of Kosovo.
6. Ministry of Education and Science, Republic of Kosovo (2011/revised 2016). Curriculum Framework for Pre-University Education in the Republic of Kosovo.
7. Ministry of Education and Science, Republic of Kosovo (2015). Evaluation Report - Kosovo Education Strategic Plan (KESP) 2011-2016.
8. Ministry of Education and Science, Republic of Kosovo (2016). Kosovo Education Strategic Plan (KESP) 2017-2021.
9. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction no. 16/2012 Students' supply with free school textbooks, their use and preservation.
10. Ministry of Education and Science, Republic of Kosovo (2016). Guidelines for the implementation of curriculum 2016-2021. <https://masht.rks-gov.net/uploads/2017/03/udherrefyes-per-zbatimin-e-kk-2016-2021-final.pdf>
11. Ministry of Education and Science (2016). Revised Core Curriculum for (i) Pre-primary and Primary Education, (ii) Lower Secondary Education, and (iii) Upper Secondary Education. Prishtina. <http://masht.rks-gov.net/uploads/2017/02/kurrikula-berthame-1-finale-2.pdf>
12. Ministry of Education and Science (2018). Statistical annual report with educational indicators 2017-2018. MES, Prishtina. https://masht.rks-gov.net/uploads/2018/12/raport-vjetor-statistikor-me-tregues-arsimore-2017-18_1.pdf

CHAPTER II-STUDENT ASSESSMENT FRAMEWORK IN KOSOVO

2.1. General approach of the NFSA

Evaluation is an important process to present the main indicators of quality improvement in education and to create a more functional education system. On the basis of this concept, the Ministry of Education and Science has drafted policies to determine the evaluation criteria for the three levels of pre-university education, and has appointed the actors responsible for the development and implementation of education evaluations through assessment, which express the fulfilment of the competencies defined in the Pre-University Education Curriculum.

The Curriculum Framework (2011, revised in 2016) ¹ is the basis of the Student Assessment Framework in Kosovo Pre-University Education. On the other hand, the OECD has developed a comparative framework to help countries assess how to develop a coherent evaluation framework. The OECD guidelines (OECD, 2013) ² helped to shape this framework. The OECD conceptualization is more general than the Kosovo Pre-University Education Student Assessment Framework. The OECD Guidelines focus on all assessment systems, including assessments for students, teachers, schools and the system, while this framework focuses on student assessment and the role of student assessment through teacher, school and system assessment educational, as described in Chapters IV, V and VI of this document.

According to the OECD (OECD, 2013) there has been an increase in the importance of assessments and their use by students, in this case in the context of Kosovo. The move to decision-making requires more evidence and information about student outcomes and learning. Moreover, the trend of education in Kosovo - towards the struggle for school autonomy, increases the need to monitor the process of how schools are working. Currently, the demand for effectiveness, equality and quality in Kosovo education has increased.

Kosovo Strategic Education Plan, 2017-2021³ pays more attention to External Student Assessment than the previous Strategic Plan (KESP 2011-2016). The Strategic Plan states that the Ministry of Education, Science, Technology and the Departments of Municipal Education have now gained experience in organizing various national tests. However, there are some challenges, which are fundamental, such as: credibility of test results at the national level, quality of state tests, school copying and copying of tests, analysis of national test results, their use to improve quality, participation in international tests and the use of results for educational policy-making.

The main objective of the National Student Assessment Framework is to describe how student assessment is organized, to enable based assessments of student learning and to have a guiding thread for the future of education, referring to curricular changes and other documents governing the student assessment system. The KKVN also describes how the National and International External Assessment is organized, how it relates to other forms of assessment, to provide guidance for future student assessment, and the role and purposes of using student assessment.

¹Ministry of Education, Science and Technology, Republic of Kosovo (2011 / revised 2016). Curriculum Framework for Pre-University Education in the Republic of Kosovo

²<https://www.oecd.org/education/school/oecdreviewonevaluationandassessmentframeworksforimprovingchooloutcomescountrybackgroundreports.htm>.

³Ministry of Education, Science and Technology. (2015). Quality Assurance Strategy for Pre-University Education in Kosovo 2016-2020. Pristina. <http://masht.rks-gov.net/uploads/2016/12/qa-strategy-final-shqip.pdf>

For each level of the education system, the role of student assessment in current assessment practice is described, procedures, capacities, reporting and use of results are presented.

External Student Assessment data should be used to improve the quality of education, therefore assessments should be of good quality. The quality of the assessment and the issue of validity are the main concerns in the Framework. The quality of external Student Assessments can be assessed through seven criteria¹:

- Specification of the purpose and usage of the assessment
- Quality of assessment material
- Representation of the content of the assessment
- Reliability of assessment
- Establishing standards and/or norms and enforcing the norms (including equality)
- Information on administration and security
- Impartiality of the assessment

More details on the criteria for the quality of External Evaluations are provided in Chapter III of this document.

Validity of the assessments is built during the entire process of development, but could be under threat due to procedural shortcomings (assessment process), starting with assessment administration and ending with the impact of students coming out of the assessment process (see Table 1). Reviewing the threats occurring at each stage identifies and clarifies the necessary improvements in the assessment itself and the assessment process.

¹ Sanders, P., van Dijk, P., Eggen, T., den Otter, D. & Veldkamp, B. ().RCEC Beoordelingssysteem voor de kwaliteit van studietoetsen en examens [Evaluation system for the quality of tests and exams]. Consulted at <http://www.rcec.nl/beoordelingssysteem/> .

Table 6. Potential risks for the validity during the assessment process (Crokks & Kane, 1996)¹

Stage	Threat
Administration	Low motivation
	Assessment anxiety
	Inappropriate assessment conditions, such as poor environmental conditions or coaching
	Student cannot communicate answer, for example due to a disability, confusing instruction or poorly designed response arrangements
Scoring	Scoring fails to capture important qualities of task performance
	Undue emphasis on some criteria, forms or styles of response
	Lack of intra-rater or inter-rater consistency
	Scoring too analytic
	Scoring too holistic
Aggregation	Aggregated tasks too divers
	Inappropriate weights given to different aspects of performance
Generalization	Conditions of assessment too variable
	Inconsistency in scoring criteria for different task
	Too few tasks
Extrapolation	Conditions of assessment too constrained
	Parts of the target domain not assessed or given little weight
Evaluation	Poor grasp of assessment information and its limitations
	Inadequately supported construct interpretation
	Biased interpretation or explanation
Decision	Inappropriate standards
	Poor pedagogical decisions
Impact	Positive consequences not achieved
	Serious negative impact occurs

The Evaluation Framework instructs that the preparation, organization and management of any external Evaluation of this benchmark potential risks to the validity during the evaluation process, and that measures be taken to ensure the quality and reliability of the evaluations and their results.

2.2. Student external assessment in the Kosovo context

Kosovo have been through a difficult phase during the 90s with a parallel education system. Immediately after the war Kosovo inherited an aggravated social and economic situation that reflected the entire education system, including the process of assessing students and the educational system. Immediately the institutions established under UNMIK supervision began to have a thriving

¹ Crooks, T. J., & Kane, M. T. (1996). Threats to the valid use of assessments, *Assessment in Education: Principles, Policy & Practice*, 3 (3).

development. Thus, within the MES a Standards and Assessment Unit (later DSTA) was formed with the support of the WB program, piloting an external assessment with students of fourth grade (2002).

For the first time in 2003, the Achievement Test was organized upon the end of the ninth grade, respectively, upon the end of the second level of pre-university education, which set out the purpose of this assessment and the use of the results (this assessment is orientation). For several years in a row upon the end of this assessment a report was produced to be presented to officials of the Ministry and Regional Education Offices¹.

In 2006, the Matura Test was organized for the first time, to which gymnasiums students who completed this level of education were subject to. One year later in 2007 the Matura Test was organized for all Kosovo students completing upper secondary education, i.e. gymnasiums and vocational school students. The purpose of this assessment was to graduate and use the results for university enrolment.

Nowadays these two levels of assessment are almost traditional and have a consistency, although on-going work is being done to improve the content and form, as well as the administration of the tests. In 2008 the Law on State² Matura Exam was drafted and in 2016 was completed, and based on this law, bylaws³ were drafted that regulate the form of test organization. The Law defines the function of the State Matura Council, which oversees the entire process of the final evaluation of the third level of upper secondary education. This process includes actors from the University, the Faculty of Education, Municipal Directorates of Education and School Principals (Gymnasiums and Vocational Schools). Research was conducted by the Statistical Office at MES⁴ on the results of national assessments (statistical data) for 9th and 12th grade students, projects supported by UNICEF and GIZ.

Following the Declaration of Independence, Kosovo applied to the OECD for International Assessments, supported by international organizations such as the WB and GIZ. Thus, in 2012, the PISA evaluation was piloted and in 2015, the main phase of the PISA⁵ evaluation was completed. In 2017, the PISA 2018⁶ evaluation is piloted and realized. In 2018, the piloting will take place, while in 2019, the TIMSS evaluation will be carried out and the procedures for the PIRLS 2021 evaluation have started.

MES has assessed the progress of student achievement in both national and international assessments, therefore, in this context, it has appointed a Commission to monitor the assessment process, as:

State Matura Council - It is a special decision-making and supervisory body for the entire state Matura process.

PISA and TIMSS International Evaluation Committee - An interim body assisting with documents, advice and reports to improve the quality of the learning process, based on the PISA and TIMSS Report. These two bodies monitor and evaluate the external evaluation processes and report to the

¹<https://masht.rks-gov.net/divizioni-per-standarde-monitorim-dhe-vleresim>

²Ministry of Education, Science and Technology (MEST), 2016 Law no. 05 / L-018 for the State Matura Exam.

³<https://masht.rks-gov.net/udhezimet-administrative>

⁴<https://masht.rks-gov.net/statistikat>

⁵Ministry of Education, Science and Technology. (2016). PISA - Report on Kosovo student achievement in PISA 2015. Division for Assessment, Standards and Monitoring.

Ministry of Education, Science and Technology. (2018).

⁶PISA - Report on Kosovo student achievement in PISA 2018. Division for Quality Assurance, Assessments, Standards, Monitoring and Licensing

Minister on the organization and financing of education, as well as on the progress of the implementation of change in specific relevant areas, focusing on topics of concern to education actors and the public

As described above, in 2015 Kosovo for the first time became part of the international PISA assessment. Until then, the assessments were based on curriculum objectives and knowledge objectives, although there had been debates on external Assessments, organized by the MES, on the form and format of assessment instruments; justifications were often found for not very satisfactory results. After the PISA evaluation, the results of which were shocking for the actors of educational institutions, but also for the Kosovar society in general, an awareness was made to activate all forces to change segments in the education system, such as the process of implementing curricula, changing textbooks, designing teacher training programs, and appointing quality coordinators in schools.

After the international PISA evaluation and the publication of the report, which ranked Kosovo with a lower base of achievements, numerous debates began by various actors of education, from those who are carriers, supporters of education, participants in the education system. Everyone is concerned about how to improve the education system, in order to increase the quality of the teaching and learning process.

In recent years, goals, objectives and initiatives have focused on improving the quality and efficiency of the education system, including the development of standards of education comparable to other EU member states and the modernization of curriculum content and methods. of teaching. The aim is to improve the organizational flexibility of educational institutions, thus increasing the autonomy of the teaching staff and enabling students to choose up to 20% of the curricula according to their interests. MES supports increasing the autonomy of schools and teachers and continuously seeks to reduce political interference in professional decisions related to education, but MES initiatives and projections continue to be challenged because the current legislation governing education does not is harmonized.

The need for accountability has increased and already with the amendment of the Law on Education Inspectorate¹ it has become possible for the school to be monitored more closely and the findings from the inspectorate reports to be used to improve the teaching process and school administration.

MES bases all its activities on legislative documentation, such as: Law on Pre-University Education², Law on State Matura³, Administrative Instruction for student assessment⁴.

2.3. Approach to student assessment

The competency-based approach, for which the educational community in Kosovo is defined, means that the assessment of students should also be based on competencies, referring to the steps of developing a competency-based curriculum and the extent of its implementation on a scale country.

¹

Law on the Education Inspectorate (2018)
<https://gzk.rks-gov.net/ActDetail.aspx?ActID=17744>

²Assembly of the Republic of Kosovo. Law on Pre-University Education in the Republic of Kosovo, Law no. 04 / L-032. Official Gazette of the Republic of Kosovo / no. 17/16 September 2011, Prishtina..

³Ministry of Education, Science and Technology (MEST), 2016 Law no. 05 / L -018 For the State Matura Exam, Ministry of Education, Science and Technology, Republic of Kosovo (2016).

⁴Administrative Instruction (08/2016) on Student Assessment according to the Pre-University Education Curriculum Framework of the Republic of Kosovo.

On this basis, Internal Assessment and External Assessment of students will focus on achieving learning outcomes according to the definitions of the curriculum documents, with a focus on learning outcomes for key competencies.

Regarding the assessment of students and their results in Internal Assessment, National and International Assessment, the effectiveness of measures taken to improve the level of student achievement will be analyzed.

An important aspect is the use of student achievement assessments. Student achievement assessments are used for decisions and improvements at the individual (student) level, but can also play a role in educational-level decisions on developmental planning, strategic planning, monitoring, and planned and systematic intervention that ultimately aim to improving the quality of services for students. In this context, external student assessment / national assessments and international assessments will serve as a basis for the system to review, improve and supplement educational policies related to aspects of teaching and learning, teacher career development and others that relate to supporting and supporting student learning.

2.4. Initiatives and implementation of the assessment framework

Issues related to the implementation of the Evaluation Framework are also the activities that will be developed by the Twinning project with the CITO Evaluation Center. This project aims to increase the capacity of DSCVSL staff, namely the establishment of an assessment center as provided by the Law on Pre-University Education (MES).

Institutions and actors dealing with the development and implementation of educational policies, are interested in conducting objective and sustainable assessments, therefore in the first place has been given priority to drafting Assessment Standards, Performance Standards for levels of education, and drafting standardized Criteria for assessment forms for student achievement and drafting standardized Criteria for reporting assessment results.

The Assessment Framework will assist the assessment of students in Primary, Lower Secondary and Upper Secondary education institutions. It will provide them with facts on criteria based on the selection of students for further education as well as provide them with an overview of the forms, criteria and purposes of assessment as well as how to use the results of assessments, for more practical planning, in order to increase quality.

It will help policy makers to review curricula, textbooks, training programs, as well as the education system as a whole, to make it more qualitative and effective.

2.5. Relevant documents

1. Ministry of Education and Science, Republic of Kosovo (2016). Kosovo Education Strategic Plan (KESP) 2017-2021.
2. The Assembly of the Republic of Kosovo. Law on Pre-University Education in the Republic of Kosovo, Law no. 04 / L-032 (2011). Official Gazette of the Republic of Kosovo.
3. Ministry of Education and Science, Republic of Kosovo (2011 / revised 2016). Curriculum Framework for Pre-University Education in the Republic of Kosovo.

4. Ministry of Education and Science (2016). Core Curricula Revised for (i) Pre-Primary and Primary Education, (ii) Lower Secondary Education, and (iii) Higher Secondary Education. Pristina.

<http://masht.rks-gov.net/uploads/2017/02/kurrikula-berthame-1-finale-2.pdf>
5. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction (08/2016) on Student Assessment according to the Pre-University Education Curriculum Framework of the Republic of Kosovo.
6. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction no. 24/2016 on Quality Assurance in Pre-University Education.
7. Ministry of Education and Science, Republic of Kosovo (2016). Quality Assurance Strategy for Kosovo Pre-University Education 2016-2020.
8. Ministry of Education and Science, Republic of Kosovo (2016). PISA Reports 2015.
9. OECD (2013). Synergies for better learning: an international perspective on evaluation. Paris: OECD.
10. Scheerens, J., Glas, C., & Thomas, S.M. (2003). Evaluation, Evaluation and Monitoring of Education, a Systematic Approach. Lisse: Swets & Zeitlinger.
11. Ministry of Education and Science. (2018). Annual statistical report with educational indicators 2017-2018. MES, Prishtina.

https://masht.rks-gov.net/uploads/2018/12/raport-vjetor-statistikor-me-tregues-arsimore-2017-18_1.pdf
12. Law no. 03 / L-068 On Education in the Municipalities of the Republic of Kosovo (21 May 21, 2008). Official Gazette of the Republic of Kosovo

CHAPTER III. STUDENT ASSESSMENT

This chapter first provides a summary of the general characteristics of student assessment, then outlines future directions for student assessment. This structuring of the content of the text is done in order to present a link between the documents that regulate student assessment and future directions of student assessment, which provides the framework.

3.1. Broad features of student assessment

3.1.1. Legislative framework for student assessment

The student evaluation system in Kosovo is regulated by legislation based on the following relevant documents: a)"Curriculum Framework of Pre-University Education in the Republic of Kosovo", b)"Core Curricula for three (3) levels of pre-university education" and c)"Administrative Instruction on Evaluation of Students according to the Curricula of Pre-University Education of the Republic of Kosovo". This legislation applies to the assessment of all students, of all public and private schools, as well as of all institutions of other levels of education in Kosovo and is based on specific learning outcomes set out in the Curriculum Framework, Core Curricula, Curricula and Lesson Plans.

The curriculum framework of 2016 describes the aims of pre-university education and the key-competencies to be acquired by all students upon completion of upper-secondary education. The curriculum framework also describes the general goals, principles and types of assessment to ensure the interconnectedness and sustainability of the student assessment system. The general aim of student assessment, as defined in the "Administrative Instruction on Evaluation of Students according to the Curricula of Pre-University Education of the Republic of Kosovo" is to collect information for supporting pupils in mastering learning outcomes, determining the performance levels, regular progress reporting and orientation for further education.

The assessment system described in the Curriculum Framework defines the learning outcomes that needs to be assessed, the time when the assessment should be conducted, the general procedures and who performs the assessment for each type of assessment and each level of education. Student assessment is based on the defined learning outcomes regarding key competences, curriculum areas and subjects at curriculum key stages and levels of education in pre-university education in Kosovo (Table 1). Through the student assessment system, continuous information is obtained about the quality of student learning and curriculum teaching, referring to the curriculum. Based on this information, decisions are made and actions are planned that support students in improving their competencies and advancing the teaching and assessment process.

Table 7. The hierarchy of curriculum documents, the system of learning outcomes and the type of assessment

Hierarchy of curriculum documents	System of learning outcomes	Type of assessment
Kosovo Curriculum Framework	Main learning outcomes, which express the appropriate level of achievement of key competencies, for each level of Pre-University Education	State assessment at the end of grade V "Certificate" at the end of class V. State assessment at the end of class IX "Certificate" at the end of class IX State assessment after graduation from High School "Certificate" of the State Matura
Core curriculum for the Curriculum Key Stages 1-6	Essential learning outcomes, which express the required level of achievement of the key competencies upon completion of each curriculum key stage.	Assessment at school level "School certificate" Professional diploma ¹
	Learning outcomes for each curriculum area during a curriculum key stage.	Final assessment at the class level. Students' "grade book" "Certificate of grades"
Subject syllabus	Learning outcomes according to subjects for each grade.	Final evaluation "Certificate of grades" Formative assessment Summary evaluation "Student portfolio"

Source: Curriculum Framework for Pre-University Education in the Republic of Kosovo)

3.1.2. Goals and principles of students assessment

The main purpose of the assessment is to support and improve students' learning. Assessment provides continuous information on the level of attainment, quality of teaching and learning, and provides feedback to educational institutions and all other stakeholders (Core curriculum).

The core curriculum describes the following assessment goals:

- Support and improvement of learning;
- Regular reporting on student individual progress;
- Successful achievement of competencies as defined in the Curriculum;
- Setting and monitoring of achievement standards for each education level;
- Comparison, certification and guidance of students for further education.

Basic principles of assessment

The Ministry of Education and Science has developed National Assessment Standards and the Assessment Code of Ethics. Assessment should always be in line with the norms of those two documents.

- Assessment should always refer to key competencies and learning outcomes according to curriculum areas, subject areas, per grade, stage and for the level of schooling.
- Assessment instruments should always be adjusted depending on assessment objective.
- Assessment form, type, and particularly the way in which the outcomes are reported, should always reflect the assessment objective.
- The way of structuring the assessment should always be transparent and fair.
- Assessment should always be carried out with the highest ethical standards, responsibility and accountability.

Assessment is a process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand and can make of their knowledge as a result of their educational experiences.

Assessment aims above all to enhance student learning and achievement and should provide continuous and full information on student achievement. The assessment should be an integral part of the teaching and learning process and should be based on multiple different methods¹. The assessment should be fair, transparent, valid and secure.

According to the Administrative instruction 8/2016 an assessment is *fair* when it does not favour students based on their background, gender, or because of their previous experience with the teacher and/or method. The assessment should be impartial during the implementation of student achievement assessment, interpretation and use of results.

The assessment is *transparent* when students know what and which the goals of learning are, what the standards are they are expected to reach, and how their achievement will be assessed. Students and parents should have access to the assessment methods to be used, and the outcomes of their use.

The assessment is considered *valid* if it produces information relevant to the assessment purpose and content, is the same for all students, as well as by all teachers, and does not include judgments on student behaviour, abilities, and skills, which are not subject to the concrete assessment.

The quality of (external) student assessments can be evaluated through seven criteria²:

1. *Specification of the assessment purpose and use* - The key question here is if the intended purpose of the test is really achieved and if there are no adverse or unintended consequences;
2. *Quality of test material* - The key question here is if all assessment material (manual, instructions, design and format of items; lay out of the test, etc.) have a required quality. The items and the scoring procedures (keys, marking scheme) should be well defined as well as the circumstances of the assessment.
3. *Representativeness of assessment content* - The key question here is if the assessment is really measuring the knowledge, ability or skills it is intended to measure and not skills or abilities not intended to be measured;

¹ ADMINISTRATIVE INSTRUCTION. Implementation of Assessment Standards

² Cito, 2018. Inception report Integrated twinning approach to the ESIP project.

4. *Reliability of the assessment* - The key question here is if the measurement precision of the assessment is high enough for the intended purpose;
5. *Standard and/or norm setting and enforcement of norms (including equating)* - The key question here is if the norms (relative norms or standards) for the assessment have been established using sound and proven assessment (best) practices. Procedures need to be installed that warrants that the norms do not change over assessment administrations.
6. *Information about administration and security* - The key questions here are if the design of the assessment is described in such a way that in practice the assessment can take place under standardized conditions and if enough measures are taken to prevent fraud.
7. *Impartiality of evaluation* - The key question here is if the assessment is fair to all members of the target group. For instance, if an assessment has colored print, is this such that students with colorblindness will have the same chance of answering the item correctly as students that do not have this ability?

The framework guides all of these criteria to be the basis for the student assessment process.

3.1.3. Types of assessment

During Pre-University Education, continuous progress and the level of achievement of learning outcomes are assessed, as defined by the Kosovo Curriculum Framework, Core Curriculum for Main Curriculum Levels, programs and syllabuses. The evaluation process, based on the Kosovo Curriculum Framework, is oriented towards Internal Evaluation and External Evaluation.

Internal assessment or school-based assessment aims to support and strengthen the learning and regular reporting of individual student progress. External assessment, on the other hand, is a standardized assessment to measure the level of achievement of learning outcomes, mastery of competencies at the end of levels I, II and III of Pre-University Education. Kosovo, also, since 2012, participates in international assessments, in which, at a national level, the competencies and skills of students are assessed (PISA / 2015 - 2018 - 2021, TIMSS / 2019, PIRLS / 2022). Therefore, currently three types of evaluation can be distinguished: Internal evaluation, External evaluation and International evaluation. These three types of evaluation procedures are discussed in the following section.

3.2. Student assessment procedures

3.2.1. Internal assessment

Internal assessment is done at the school/classroom level by the teachers of respective subjects and according to the description of the procedures and criteria for each type of internal assessment, regulated by the AI 8/2016. The focus of internal assessment is to support students' learning to master the competences. This is achieved by combining formative assessment (for learning) with a summative assessment (of learning).

Through the formative assessment (for learning), the teacher/assessor oversees the progress of the student during the learning process collects information for decision-making in order to deliver the necessary support for students' learning.

With the help of the summative assessment (learning), the teacher/assessor determines the achievements of the student at the end of a certain assignment, subject, chapter, teaching period etc., to give the grades and to certify the students for further learning. Summative assessment is also used to determine the effectiveness of learning or the curriculum program.

Types of internal assessments

The Curriculum Framework defines three types of internal assessment, which are:

- Continuous assessment (formative and summative);
- Final assessment;
- Key stage assessment;

The curriculum framework for each level of education has defined the period of implementation of each type of assessment, the assessment carrier/responsible person, the main goals and the ways of documenting/evidencing students' achievement. These aspects are described in the following table.

Table 8. Internal assessment, the goals of the assessment and documenting the assessment outcomes

Types of assessment and the period of implementation	Carrier	Key goals of the assessment	Documenting of the assessment outcomes
Continuous assessment - Conducted during the process of learning (<i>formative assessment</i>), and - Conducted at the end of every learning topic, thematic unit or period of learning (<i>summative assessment</i>)	Teachers of the respective subject	Supporting student learning; Information and reporting; Grading; Planning to support ongoing student learning.	Documenting in the teacher's register; Documenting in the grade book for certain periods of school year and/or electronic journal;
Final assessment Conducted at the end of the school year / year.	Teachers of respective subjects.	Assigning the final grade at the end of the school year. ¹ Information and reporting; Planning for the support of student learning in the following year.	Final grades documented in the class book, school register and/or the electronic diary, as well as in the classroom certificate.
Types of assessment and the period of implementation	Carrier	Key goals of the assessment	Documenting of the assessment outcomes
Key stage assessment Conducted out at the end of each curriculum stage, respectively at the end of grades 2, 5, 7 and 11.	MES/DQASAL/Professional team/teachers council within a curricular stage.	Verification of the level of achievement of learning outcomes and mastery of key competencies at the level of a curriculum stage and area. Planning for the support of student learning in the following year; Informing and reporting for parents and educational institutions;	Descriptive evidencing on the class book - on special abstracts for the conclusive assessment of each stage being evaluated. In summary reports of professional bodies and class councils.

Source: Curriculum Framework for Pre-University Education in the Republic of Kosovo)

3.2.2. Continuous assessment during the process of learning (formative assessment)

Internal assessment of students is done through continuous Assessment and Final Assessment. On-going evaluation is realized through formative evaluation and summative evaluation.

Continuous assessment is done for the purpose of teaching and learning. Assessment refers to the totality of tools, techniques, methods and practices used by teachers to test, check, analyse and measure the level of knowledge, skills and performance of students.

¹ The final grade of a learning subject reflects the level of student's performance during a school year. The final grade is formed in accordance with the procedures set out in the administrative instruction for student assessment according to the new curriculum.

To assess students' competencies, it is important that teachers choose assessment techniques and instruments that enable students to demonstrate and demonstrate their knowledge, skills and abilities, and not just factual knowledge. In this way, teachers provide information on the quality of teaching and learning, student progress and competence development.

It is very important that teachers use different assessment tools in the learning process to ensure that students are progressing and achieving positive results. These assessment instruments should be different depending on the types of learning to be assessed, and should be supplemented on an on-going and periodic basis.

Assessment tools that teachers can use in the process of assessing student achievement in Continuous (Formative) Assessment are classroom engagement, homework, oral presentations, individual assignments, tests, checklists, posters, debates, essays, quizzes, portfolios, projects, internships, laboratory work, curricular and cross-curricular projects and teacher observation. In selecting these assessment tools, teachers should consider the balance between knowledge, understanding, skills, attitudes, competencies, as described in the learning outcomes

3.2.3 Continuous assessment at the end of every learning topic, thematic unit or learning period (summative)

Summative assessment is realized in three teaching periods during a school year where for each teaching period the assessment is done based on the learning outcomes, which are achieved in the respective period, with different instruments, designed according to certain assessment criteria.

The results of the Summary Assessment are evidenced by comments and grades on the level of achievement of learning outcomes. The grade of the Summative Assessment for a certain teaching period is formed by two summary assessments Vp1 and Vp2. Students of level I (Preparatory classes and grades 1-5) are evaluated only with Vp1, while students of level II, III, IV, V and VI are evaluated with Vp1 and Vp2. Summative Assessment 1 (Vp1) is carried out for a learning period carried out through various instruments (eg homework, classroom engagement, quizzes, debates, oral presentations, essays, tests, projects, internships and portfolio), while Summative Assessment 2 (Vp2) is carried out through an assessment instrument, which adapts to the specifics of the subject / learning area for objective measurement of student achievement, and should be based on an assessment plan (from professional bodies) and which should to be harmonized at school level so as not to burden students.

Summary ratings are marked with a numerical grade: 1 (insufficient, 0 -39%), 2 (sufficient, 40-59%), 3 (good, 60 - 79%), 4 (very good, 80-89 %), 5 (excellent, 90-100%)

The final grade of the Summary Assessment of a subject for a certain period of learning is formed by Vp1 (60%) and Vp2 (40%) and is recorded in the teacher's personal diary and in the class book.

3.2.4. Final assessment

The final assessment in a subject is realized at the end of each class and reflects the level of student performance as an assessment of the end of the school year. This assessment relies on specific learning outcomes set out within classroom plans and programs. The final (annual) grade is formed by the arithmetic average of grades in three certain teaching periods: grade (1) is the average of grades (1.00-1.49), grade (2) is the average of grades (1.50-2.49), grade (3) is the grade point average (2.50-3.49), grade (4) is the grade point average (3.50-4.49), grade (5) is the grade point average (4.50-5.00).

3.2.5. Key Stage assessment

The evaluation of the stage aims to verify the achievement of students' results at the level of the curricular level of the respective areas of mastery of the main competencies, in order to organize the teaching of the continuous progress of the achievement of these competencies. Assessment per key stage is carried out at the school level for the field / subject and includes the Assessment of the completion of the curriculum level (at the end of grades I, II, III and V), respectively at the end of the respective grade (2, 5, 7 and 11). The evaluation of the main level is done by the professional team / teachers' councils, who have implemented the curriculum within a curricular level. The results of the Key stage Assessment are used by the school and the MED to improve and advance work practices in the organization, planning, mentoring, monitoring and supervision of work performed in the school. These Stage Assessment results are reported to the MES, along with other student success reports. The key stage evaluation is planned, prepared and carried out in all schools and in the whole country, in cooperation with: MES, municipality, school and teachers. The assessment of the main stage in Kosovo is being carried out since 2017 through the standardized Test of paper / pencil type designed by MES / DSCSVL and this assessment is administered in the subjects: Albanian Language, English Language, Mathematics and other subjects. The assessment of the stage is done by the teachers based on the checklist of learning outcomes for the curriculum stage for the subject areas and main competencies (prepared by the professional assets) which verify these achievements of the students according to the assessment criteria defined in the relevant sections for each learning outcome. While the Assessment of the stage in the subjects that are not included in the standardized Test, is done by the Professional Bodies and the Class Councils, based on the evidences and the evaluation reports of the teachers.

The key stage assessment is marked with a grade in letter form (A, B, C, D). Grade A - is excellent performance, grade B - very good performance, grade C - good performance, and grade D - sufficient performance

3.2.6. Guidelines for the Internal Student Assessment Framework

The Student Assessment Framework instructs to respect the curriculum requirements for student assessment, according to which:

- Student assessment should be guided by assessment principles;
- Internal evaluation should be done at school / class level by school teachers and according to the description of procedures and criteria for each type of internal evaluation, regulated by bylaws;
- The main focus of Internal Assessment should be to support students' learning to master competencies and this should be best achieved by combining Formative Assessment (for learning) and Summative Assessment (of learning).
- Internal assessment should enable all students to express new knowledge and show the level of mastery of competencies including:
 - Their width and depth;
 - Willingness to respond to the challenges of the level determined by the learning outcomes;
 - The ability to apply them in new situations and circumstances

3.2.7. External assessment

In the education system in Kosovo an External Evaluation is made in three moments, focused on measuring the level of mastery of the main competencies foreseen as in the curriculum.

External evaluation is a standardized evaluation to measure the level of achievement of learning outcomes and competencies for curricular areas / curricular subjects that is realized at the end of levels I, II and III of Pre-University Education. This assessment is organized by MES respectively by DSCSVL, which is the central authority responsible and authorized for assessment in Kosovo and is organized at the end of grade 5, 9 and 12.

External evaluation can be done for the purposes of:

- ✓ Inspection and verification of the quality of assessment at the level of the class, school and municipality;
- ✓ Research and development;
- ✓ Policy-making in various fields of education.

The Curriculum Framework defines three standardized state assessments at the end of formal levels of education, which are carried out for different purposes (Table 9.): research, orientation and certification.

All these external evaluations, as an evaluation instrument have the standardized Pencil / paper type Test with closed alternatives / multiple choices. MES / DSCSVL checks test answers electronically with optical reader.

Table 9. Goals and documentation for each state assessment

Standardized state assessments	Assessment goals	Documentation/Evidencing
State assessment at the end of grade 5.	Research on different aspects of education and identification of needs for the student support in lower secondary education and improvement of primary level. A comprehensive sample of 10/15% of students is conducted.	Registered by the central/municipal authorities for research and identification of student support needs at this level.
State assessment at the end of grade 9.	Measuring the level of competency achievement and orientation for the enrollment in the upper secondary school serving the local/state authorities to develop the quality of teaching and learning.	Certificate at the end of grade 9.

State assessment at the end of grade 12 <i>State Matura Examination.</i>	Measuring the level of competency achievement and certification for the continuing opportunities in higher university studies. The student with the achievement of certain points passing the Matura examination obtains the certificate of Matura examination.	State Matura Certificate.
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External evaluation of student achievement in level I (completion of 5th grade) has a research character and is based on sample (10-15% of 5th grade students). The results of this evaluation are used to evaluate the education system for this level (Chapter VI) and this evaluation has proved useful for increasing the quality of education, being used by municipal and central education authorities for research in various aspects of education and to identify student support needs in lower secondary education.

9th grade assessment is the measurement of level II student achievement (9th grade completion). This has a guiding character and is used for guidance in continuing upper secondary education. Orientation of students in upper secondary education depends 60% on external evaluation and 40% on success and grades during their pre-school education. Currently 9th grade tests consist of four subject groups with a certain number of requirements for each subject. The calculation of points for registration is done by the respective schools.

The last external assessment of students is done at level III, at the end of the 12th grade and is the state Matura Exam. The state Matura exam is held in two parts. The state Matura exam has a certification character and serves for admission to the university - in higher education. This exam can be taken by all students who have completed upper secondary education (gymnasium) and students of vocational schools, who have successfully completed the evaluation of their professional practice. The state Matura is the only external assessment that is regulated by law with a passing score (40%). The Law on the Final Exam and the Law on the State Matura Exam regulate the organization procedure, content, conditions, criteria and procedures of the Final Assessment and the State Matura in Kosovo

3.2.8. Exams for student assessment

In Pre-University Education, some exams are organized as follows:

- Class Exam, which is organized for students who for health reasons, due to school dropout or any objective / subjective reason, have missed more than ($> 1/3$) of teaching time.
- Supplementary exam, which is organized for students who change their profile / educational direction
- Annual and Control Exam, organized by Vocational High Schools and Art Schools, to verify students' skills and vocational training.
- Entrance exam, which is organized for Art Schools and Specialized Gymnasiums.

- The final exam of the profession, which is organized after the completion of the 11th and 12th grade. In Vocational Schools, this exam is administered by schools and municipal education authorities. Students who pass the Final Exam of Vocational Schools can also participate in the state Matura.
- Exams for the assessment of students with special educational needs (who have high intellectual abilities and skills and those who have significant learning difficulties).
- Exams for the evaluation of students of supplementary education in the diaspora and of students returning from the diaspora)

3.2.9. Challenges

In the assessment process in Kosovo, based on the assessment and reports realized by the Division, the following are considered weaknesses:

- Insufficient use and practical implementation of pre-university education documents, according to the Curriculum Framework, which promotes and supports the development of competencies;
- Inadequate and inappropriate selection of assessment instruments by teachers;
- Assessment of students by teachers, which is based mainly on textbooks and not on learning outcomes, defined by the new curriculum - based on competencies;
- Compilation of requests / tests based on subject content and not based on competencies in both Internal and External Evaluation;
- Form of learning and forms of mechanical assessment during the learning process by students and teachers in school instead of analytical learning (creative work, problem solving, research work, project work, etc.);
- Compilation of inadequate textbooks for the respective classes / levels and without criteria according to the new curriculum based on competencies;
- Insufficient monitoring of teachers by the relevant responsible authorities;

Regarding the external assessments the following weaknesses are mentioned:

- Proper administration (without copies) of standardized external evaluations; (Achievement Test, State Matura Exam);
- Lack of another form of administration of standardized external assessments (Achievement test, State Matura Exam); (e-Matura-Electronic Matura)

MES and MEDs have gained experience and expertise in developing and implementing national assessments. However, there are still some difficulties that are present and require solutions. As the main challenge mentioned in the Strategic Education Plan in Kosovo 2017-2021, is the prevention and reduction of mass fraud (copying), which occurs in schools, during the process and administration of testing. In addition, the quality and relevance of the External Evaluation should be increased. Higher quality will increase the reliability of external assessment results, which need to be analyzed and addressed so that these student assessment results can be used to design educational policies and improve the quality of education.

3.2.10. Guidelines for the External Student Assessment Framework

The Student Assessment Framework instructs that external Student Assessment be conducted in the following areas:

- It is necessary to review all documents related to national assessments;
- 5th grade assessment, to be carried out according to needs and requirements;

- 9th grade assessment and Matura Exam to be prepared in the spirit and format of the Framework instructions, according to point 3.5., of this chapter: Future developments in the national assessment of students;
- For national assessments, DSCSVL to develop accompanying guidelines for the preparation of assessment requests / questions and the preparation of test models according to the guidelines given in this chapter, the reporting form after each External Assessment, to the general public and the educational community, depending from the purpose of the evaluation.

3.3. Student assessment capacity

3.3.1. Type of assessors

In Kosovo, there are several groups of assessors dealing with the students' assessment in pre-university education, depending on the form of assessment (internal or external) and the purpose (for example certification of students or system evaluation).

Internal assessors are teachers who are responsible for carrying out internal assessments at the school institutions throughout an assessment plan based on standards and relevant MES documents (Law on Pre-University Education, Curriculum Framework and AI 8/2016) such as teachers, professional bodies, school directory and the pedagogical staff of the school.

External assessors are teachers who are responsible for conducting external assessment at school institutions through a planning based on standards and relevant MES documents (Law on Pre-university education, Curriculum Framework and AI 8/2016) such as MES/DCSLG as a professional authority authorized with the group of test constructors, the Municipal Education Directorate, and educational inspectors.

Each assessor should possess the competences for the respective assessment in professional academic competences, possessing the knowledge for assessments, organizational, analytical and communication skills for each type of assessment and formal levels of education by applying relevant documents issued by MES. The competences are achieved throughout the university, work experience, assessment trainings, participation in local and international conferences developed for the Kosovo context.

3.3.2. Capacity building

The procedure for capacity building differs between internal and external assessment. Since teachers carry out internal assessment, they build assessment capacity through professional bodies in school and meetings with the quality coordinator, the pedagogical staff and the school principal. In addition, they build capacity through training aimed specifically at assessment, for example, the training of teachers in formative assessment ¹ that was based on the Assessment Standards and the Code of Ethics for Assessment. In chapters 4 and 5, the teachers' capacities and the role of the school in student assessment are more extensively described. MES and MED need to support capacities of teachers in the area of student assessment.

External evaluation is organized by the professional authority DSCSVL / MES (According to the Law on Pre-University Education - to be transformed into an Assessment Center).

¹ Murchan, D., Shiel, G., Vula, E. (2018). Basic Education Program: Formative assessment.

Staff capacity development is achieved through discussions among staff and exchange of their experiences, continuous training for evaluations by international organizations, participation in international evaluation conferences, as well as through twinning arrangements - staff conducts training and capacity building sessions.

3.4. Reporting and utilization of student assessment findings

The main responsibility for the reporting of students' achievements is delegated to the school (internal assessment) and DCSVL (external assessment). Schools report students' achievements to parents and MED, while MED reports to MES. DCSVL reports to MES, MEDs and schools.

In the Administrative Instruction for Student Assessment, according to the Pre-University Education Curriculum Framework of the Republic of Kosovo, it is written about the purpose, principles and method of communication regarding student achievement and learning outcomes defined in the Kosovo Curriculum Framework, in accordance with the policies of the Ministry of Education, Science, Technology and Innovation of the Republic of Kosovo. With the capacity building of DSCSVL, a Level Test should be organized in order to report on the achievements of students in Pre-University Education, which will contribute to improving the quality of learning or teaching and improving the quality of assessment.

3.5. Future developments in National Student Assessment

Currently the test supported by MES aims at orienting and certifying students. Each of these goals is covered by different external evaluations. In the following, we are presenting the possible goals, instruments and trends.

3.5.1. Student assessment

Currently the assessment supported by MES, at the student level, has a summative focus. The most popular is the State Matura, which helps 12th graders get a degree, which gives them the opportunity to pursue the higher education they desire.

Another test related to student assessment, which was developed by MES, is the Orientation Test. This test enables 9th graders to receive additional information on which direction is most appropriate for them to attend upper secondary education.

9th grade test

9th grade can be considered an 'orientation year' and is the last year of lower secondary education. One of the objectives of the orientation year is to assist students in lower secondary education by identifying options and assisting in making decisions about their future careers. This can be a further education in Higher Secondary Education, either in Gymnasium, or in (higher) Vocational Schools. Also, within these two directions, students can pursue different educational profiles. The 9th grade orientation test, developed by MES, is the orientation test that can help by providing additional information objectively to students about the direction that is most suitable for them.

Currently the 9th grade orientation test has a summative function as it is considered as a high level exam. It consists of a variety of subjects, ranging from basic mother tongue skills, Mathematics and English, to various Social and Natural Sciences. The direction for these tests in the future is, similarly, as with the Matura Exam, more testing based on competencies and the creation of instruments. The issues related to this shift and the impact on test development are also similar to that of the Matura exams and the golden shift that needs to be made in both education and assessment. Consequently,

most of the developments in the Orientation Test are in sync with the development of the Matura, especially with the writing of the requirements and the description of the test matrix.

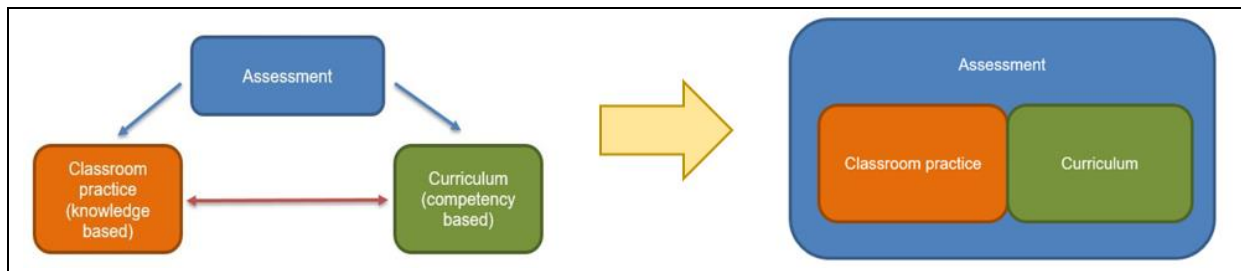
The difference in Matura exams lies in regulation and reporting. This future guidance for the Orientation Test may add a formative role to the current test summary function. If we want to have the best fit between students and their careers in the future, the test function is not so much a pass-fail decision, but rather a matching challenge. Based on many sources of information, including the Orientation Test, the best match between the student's competencies and the career to be chosen should be made. If the next stage of this career is still in the education system, ie in Higher Education, the equation to be solved is that between the connection of points in different subjects in the Orientation Test and the degree of success in different educational tracks in Education upper middle.

Matura Exams

The changes that are achievable in the near future of Matura are the equalization of test versions and the shift to more competency-based assessments. In a slightly more distant future, and still possible to achieve, improved standards would be. This means that the difficulty of the Matura Exam can be taken into account, in the decision passes / does not pass. This may be due to better reconciliation procedures, using IRT.

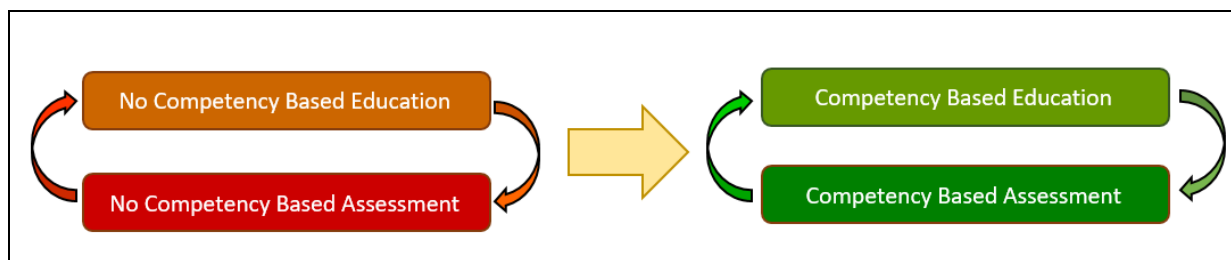
The other change is the shift of the Matura to a more competency-based assessment. This should reflect a shift in Kosovo education towards a more competency-based approach. This approach is supported by the curriculum, but may not be aligned with the classroom experience. This makes it more difficult for assessment to focus too much on competency-based assessment, as it would not be entirely fair to all students, as they may not have much experience with competency-based education. This requires a golden shift (Figure 1) towards classroom practice, to be more in line with the Competency-Based Curriculum, which can be fully integrated with assessment.

FIGURE 1: THE GOLDEN SHIFT - ALIGNING CLASSROOM PRACTICE AND THE CURRICULUM



The challenge here is how to get this change going. If we do not change assessment onto a more competence-based experience, because of fairness to the students, there is no need to change education, because teachers want to prepare students for their Matura exams – and those are not competence based. This negative feedback loop needs to be transformed into a positive feedback loop. Because assessment is competency based, and teachers want to prepare students for their Matura exams, the education needs to be focused more on a competency-based experience, which allows in turn more competency based assessment. The golden shift requires a transformation of the negative into the positive feedback loop (Figure 2). This changes the challenge into how to get this transformation going.

FIGURE 2. TRANSFORMATION OF THE NEGATIVE INTO THE POSITIVE FEEDBACK LOOP



As it is easier to assess from a more central position like the MES than to change the classroom practice in all schools, the obvious choice here is to break the cycle through the assessment change, but without disadvantaging the students.

The new developments in item writing are supportive of this direction. This can mean a real change for future assessments.

3.5.2. Shaping the future

With the possible redefinition of the form and use of the Orientation Test, we have already taken a step towards future assessment opportunities in Kosovo. These are:

- Evidence-based norms
- Competence based assessment
- Combination of System Assessment and Formative Assessment

An important shift that is rooted in the changes that are projected for 2019, is the development of Evidence-Based Rates. This is done in part through the application of new research models for Matura and allows the equivalence of different versions of the test through the application of IRT. This can give different abbreviated results for different versions of the test. In addition to equivalence - even with more techniques, evidence-based standard setting procedures can be applied. This can be the most classic set of standards such as the (modified) Angoff Procedure, or the bookmark Procedure. However, more modern approaches such as 3DC (direct data-driven consensus) - a method that works within the IRT framework - are possible. Instead of setting a certain percentage correctly from the habit, say, 40% correct for the Matura exams, this gives a proof-based percentage of the correct answer for the passes-fail decisions. In combination with the equivalence procedure, it creates more regularity in the education system.

Competency-based assessment can be strengthened by adding more training to develop this type of requirements. A fruitful start has been made, but learning how to create competency-based assessment tools is a time-consuming process. The whole plan-do-check-act cycle must be repeated several times in order to get the right instruments. The information gathered from the 2019 pilot research should be included in the whole process to reach the next stage in 2020. This also includes a possible review of the review procedure. The quality of the requirements and the measurement instrument as a whole can, indeed, be raised through a multi-stage, multi-methodological control procedure. To arrive at such a process, it is helpful to plan the application timeline and make the test design a little different. These changes are not made overnight, but should be very helpful to increase quality.

Switching from a strictly summary approach to testing with an added more formative approach to testing is another look into the future that will take time. However, this shift must be very fruitful for

education in Kosovo. In the Summative Test, the main purpose is to assess whether the student understood the lessons previously given to him. The decision based on the Summative Test is always "after the fact". In a way, in summary you are always late to really help education. Classes already start with new topics after assessment (based on school), or students leave school after exams.

In Formative Testing, assessment is part of the learning process. Mistakes made are helpful in supporting students, guiding them in the right direction - what should they study more diligently? Or to a teacher, helping how to guide the student through the curriculum. It will take time to transition - from tests as instruments to judge - to tools to help students.

One way by MES to implement Formative Testing is through the development of Formative Testing. Of course, this would take time and effort. It may be possible to combine the development of Formative testing with Sample Based System Assessment (SBSM). VSBM is another form of futures rating system, which with the application of IRT allows to form the corresponding scale. The requirements used in VSBM can be used to generate new Formatting Rating. Through smart models, VSBM can be used at other levels than just the 5th grade and as such will allow a monitoring system that with innovative feedback systems, indeed, have a System formative education that can significantly advance education in Kosovo. Of course, building such a formative system is a future aspiration that takes time to develop.

3.6. Relevant documents

1. Law no. 03 / L-018 on the Final Exam and the State Matura Exam.
2. Ministry of Education and Science, Republic of Kosovo (2011). Administrative Instruction (08/2016) on the Code of Ethics for Student Assessment 491 / 01B.
3. Ministry of Education and Science, Republic of Kosovo (2011). Evaluation Standards (draft document).
4. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction (08/2016) on Student Assessment according to the Pre-University Education Curriculum Framework of the Republic of Kosovo.
5. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction (05/2016) Duties and Responsibilities of Administrators and Supervisors during the State Matura Exam Administration Process.
6. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction (06/2016) Conditions and Criteria for the Evaluation of Candidates with Special Needs.
7. Ministry of Education and Science, Republic of Kosovo (2016). Administrative Instruction (06/2016) Implementation of the Final Exam in Practical Modules for Students in Workshops-Enterprises and Learning Outcomes.
8. Ministry of Education and Science, Republic of Kosovo (2017). Administrative Instruction (16/2017) Professional Assessment of Children with Special Educational Needs.
9. Murchan, D., Shiel, G., Vula, E. (2018). Basic Education Program: Formative Assessment

CHAPTER IV: ASPECTS OF TEACHER ASSESSMENT RELATED TO STUDENT ASSESSMENT

This chapter describes the main characteristics - of the teaching staff and the evaluation of their performance, in relation to the evaluation of students, the role of teachers - for the evaluation of students, the capacity of teachers - to evaluate students, and the use of student assessment results for teacher work.

4.1 Teaching staff and their performance evaluation

Within the effective legislation, teachers in the public education sector in Kosovo are professional public officials. The profession of teachers in Kosovo is listed within the Law on Regulated Professions in the Republic of Kosovo, which sets out the rules on the organization and functioning of regulated professions in the Republic of Kosovo. In accordance with the legislation in force, teachers of pre-university education in Kosovo are recruited by the Municipal Education Directorates, based on the norms of teacher qualification, procedures and criteria set by MES and MLSW. The salaries of teachers working in public institutions are provided by the Kosovo Consolidated Budget and are managed by the Municipal Education Directorates and other relevant institutions for this area.

Professional training of teachers, the duration of university studies of Preschool and Primary teachers is at least 240 ECTS, while for subject teachers it is at least 300 ECTS. This difference is also expressed in the financial aspect according to the level of education where the teacher is employed, but still our system has not managed to make the difference in salaries for teachers who show higher performance in the teaching process. The difference in salaries of teachers according to their performance, is intended to be related to the teacher licensing system.

Teachers' licensing system in Kosovo is set as an instrument for:

- Accountability - through performance appraisal;
- Motivation - grading and linking the performance level to teachers' salaries; and
- Continuous professional development - Building a sustainable professional development system for teachers.

The teacher licensing system in Kosovo promotes the career promotion of teachers, which consists of four types of licenses for teachers: Career teacher; Advanced teacher; Mentor teachers; and Meritorius Teacher¹.

One of the key components of the teacher licensing system in Kosovo is the Teacher Performance Evaluation (VPM).

4.2. Aspects of teacher evaluation related to teachers' capacity for student assessment

In the documents governing teacher evaluation in Kosovo, student assessment does not play any specific role in the individual evaluation of teacher performance. However, in the context of teacher performance evaluation, some requirements relate to the teacher's capacity to conduct student assessment. This linkage exists primarily to achieve the first goal of Teacher Performance Evaluation (VPM): *To ensure that students benefit from the school and the performance of the teacher who performs on the basis of good teaching competencies.*

The standards for teachers, outlined in the Strategic Framework for Teacher Development in Kosovo (2017), directly link the TPE with student assessment. This correlation is described in the following

¹For more details, see: Ministry of Education, Science and Technology, Republic of Kosovo (2017). Administrative Instruction no. 5/2017 on the Licensing System and Career Teacher Development.

Table, which reflects all the standards for teachers and highlights the standard related to student assessment

Table 10. Teacher Standards¹

Teacher Standards	
1.	Recognizes and supports the key values and criteria that have been established by MES/Responsibilities versus the work tasks and obligations;
2.	Demonstrates positive and objective attitudes and behaviors for the students' wellbeing and learning;
3.	Demonstrates the knowledge of the curriculum/subject content and methodology of the subject's professional didactics;
4.	Plans the effective implementation of teaching and learning;
5.	Plans continuous assessment, provides feedback and reports on students learning;
6.	Engages for continuous professional development; and
7.	Engages professionally with colleagues, parents and communities

As can be seen, student assessment is reflected in the standard no. 5 (*Plans continuous assessment, provides feedback and reports on students' learning*), which assures the relation of teacher performance evaluation with teachers' practice in student assessment. In this standard, there are also some indicators mentioned for the performance evaluation of teachers, as well as the required skills and professional practice for student assessment (described in section 4.3). The interaction between teacher performance evaluation, where in the reports should be written also the level of teacher competences for standard 5 and the standard performance indicators.

4.3. Teachers role in student assessment

The role of teachers in student assessment is described in the administrative guidelines which regulate the student assessment, the Curriculum Framework (2016), the Core Curriculum (2016), as well as all the learning programs for the subjects and grades. The guidelines for student assessment in these documents are general and guiding for teachers and other responsible persons who have a role in the assessment of students. These guidelines predominantly refer to the assessment principles, types of assessments, assessment goals, and assessment documentation (see Chapter 3). The description of guidelines for student assessment in curriculum documents and learning programs is generally the same irrespective of education levels or curricular stage.

The role and capacity of teachers in assessing students is outlined more in detail in the chapter of the Strategic Framework for Teacher Development in Kosovo, where teacher competences are broken down into different career stages. Table 10 reflects the standard 5 for teachers (mentioned in the previous section) that is related to student assessment. In this standard three indicators are determined for teachers' competence in the area of student assessment:

5.1. Plans the fulfilment of gaps in student achievements

5.2. Interprets data from student assessment to improve their learning

5.3. Reports on students' achievement

¹ For more details, see: Ministry of Education, Science and Technology (2017). Strategic Framework for Teacher Development in Kosovo. <https://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf>

In relation to the licensing system, for each indicator and type of teacher license are described the skills and competencies of teachers for all indicators of standards for teachers, ie also for standard 5, which refers to aspects related to student assessment¹.

To fulfil his / her role in student assessment, in relation to the requirements of the standard for teachers in the field of student assessment and indicators of this standard, the teacher should focus on:

- student assessment planning;
- continuous assessment of student progress, based on advanced assessment principles, standards and strategies;
- providing feedback to students;
- supporting student learning;
- interpreting data to improve learning,
- use of data to improve the teaching process;
- documentation of evidence supporting the student assessment process;
- reporting to parents and institutions responsible for student achievement;

The Student Assessment Framework, in order to ensure the support of students' learning and the quality of student assessments by teachers, supports and promotes indicators of teacher competence in the field of student assessment and requirements for their achievement.

4.4. Building teachers' capacities for student assessment

The teacher licensing system in Kosovo, in addition to the requirements and teachers' performance evaluation indicators, also sets the requirements for continuous professional development of teachers (PDT). The conditions/requirements for professional development of teachers with a career license set out in the document Strategic Framework for Teacher Development in Kosovo (2017) focus on:

- mastering the subject,
- expanding the repertoire of pedagogical skills,
- student assessment and adaptation of teaching according to assessment results,
- motivation of students,
- work with professional teams,
- work with parents, etc..

The framework envisages that capacity building of teachers in the field of student assessment be done in coordination between DSCSVL and the Division for Professional Development of Teachers MED.

The Framework also envisages that the formulation of guidelines for capacity building of teachers in the field of student assessment be done based on the analysis of student results in national and international assessments and the needs of teachers for professional development in this field.

4.5. Use of student assessment results in working with teachers

The results from student evaluations should not be used for summary evaluation of teacher performance, in this report they should function as "circumstantial" evidence for teacher evaluation.

¹For more details, see: Ministry of Education, Science and Technology (2017). Strategic Framework for Teacher Development in Kosovo. <https://masht.rks-gov.net/uploads/2017/04/kornize-strategjike.pdf>

So they should only be used for formative assessment of teachers. Because, there are proven arguments that in the results of students (in Assessment at school level, National or international Assessments) are influenced by many other factors, such as commitment and commitment of students themselves to independent learning, additional work of parents and family, student involvement in courses and activities organized by NGOs and other out-of-school institutions, as well as other contextual factors.

In a more formal sense, the results can be helpful in helping teachers become better teachers. If compared to other teachers within the same school, giving the same subjects to the same class of students, large variations in outcomes may be indicative that their learning can be improved. However, this should be a starting point to help the teacher improve, rather than judging his or her quality of teaching.

Not only differences between teachers, but also differences within teachers can be helpful in improving education. Different profiles on outcomes can be found in classroom performance in a particular part of the curriculum. This means that in a particular group of subjects the class performance is below the level expected given the results in the other subjects and given the difficulty of the subject group. In that case, this information can be very valuable to the teacher, as he or she understands that this particular part of the curriculum may require more attention. Again, the purpose here is to help the teacher, not to judge him.

The most important aspect of using student assessment results, in relation to working with teachers, is using them as a source for:

- informing teachers about the level of student achievement, the difficulties highlighted in certain parts of the curriculum / program and student competencies, in order for the teacher to have more attention when working with students;
- formative assessment of teachers by school leaders and other mechanisms dealing with teacher development;
- initiating more in-depth analyses of teaching practices, interactive communication between teachers and students, the impact of the use of additional materials and resources by teachers, the impact of forms of teacher professional development on student outcomes;
- providing the opportunity to involve teachers in training and other forms of continuous professional development in the field of teaching and student assessment
- development of training programs and materials and professional guides for teachers.

This means that, in the practices of using student assessment results, in relation to teachers, emphasis should be placed on informing teachers about the results in their student assessment, in the formative assessment of teachers, in the analysis of the effect they have had measures applied by teachers to improve the trend of their performance and impact on student results, as well as to support teachers for continuous professional development and advancement.

4.6. Relevant documents

1. Assembly of the Republic of Kosovo (2008): Law no. 03 / L-068 On Education in the Municipalities of the Republic of Kosovo. Official Gazette of the Republic of Kosovo.

2. Assembly of the Republic of Kosovo (2011): Law no. 04 / L-032 On Pre-University Education in the Republic of Kosovo (9 September 2011). Official Gazette of the Republic of Kosovo.
3. Assembly of the Republic of Kosovo (2016): Law no. 05 / L-066 On Regulated Professions in the Republic of Kosovo, Official Gazette of the Republic of Kosovo / no. 38/21 November 2016, Prishtina.
4. Assembly of the Republic of Kosovo (2018): Law no. 06 / L-046 On the Inspectorate of Education in the Republic of Kosovo. Official Gazette of the Republic of Kosovo.
5. Ministry of Education and Science (2017). Strategic Framework for Teacher Development in Kosovo.
6. State Council for Teacher Licensing (SCTL, 2012): Manual for Evaluating Teacher Performance - Criteria, Procedures and Instruments. (Draft).
7. Ministry of Education and Science, Republic of Kosovo (2017). Administrative Instruction no. 6/2017 On the Criteria and Procedures for the Approval of Programs for the Professional Development of Teachers and Educational Workers.
8. Ministry of Education and Science, Republic of Kosovo (2017). Administrative Instruction no. 5/2017 On the Licensing System and Career Teacher Development.
9. Ministry of Education and Science, Republic of Kosovo (2018). Administrative Instruction (14/2018) on Teacher Performance Evaluation.
10. MASHT & GIZ (2015). Summative assessment and test design as an important part of it for grades 1-9 - Teacher handbook

CHAPTER V- ASPECTS OF SCHOOL EVALUATION RELATED TO STUDENT ASSESSMENT

Student assessment is carried out in school and plays a certain role in school assessment. Therefore, this chapter briefly describes the school performance appraisal system, aspects of school performance appraisal in relation to student appraisal, the role of the school in appraisal of students and quality assurance of student appraisal, and forecasts for the role of student assessment to do school assessment.

5.1. Evaluation system of the educational institution/school

Assessing school performance is seen as an important element of the quality assurance system in education in Kosovo. Our school performance appraisal system consists of Internal Assessment (school self-assessment) and External Assessment¹. The Framework Document for Quality Assurance of School Performance in Kosovo (MES & PIK, 2016), is the main reference for the quality assurance system in pre-university education and standardization of the process of internal evaluation and external evaluation of the school, development planning of the school (SDP) and the annual action plan. The system is built in relation to the principles of the curriculum, in order to ensure coherence and consistency in the process of implementing the competency-based Curriculum, according to which student assessment is an essential component of curricular reform.

5.2. Aspects of school performance evaluation in relation to student assessment

The main aspects of school evaluation are: the areas of quality of the educational institution² (vertical aspect of school quality), quality criteria³ that described the basic expectation that need to be met⁴ (scope) and school performance indicators⁵ (depth of assessment). All these aspects are related to the assessment of students. The link is directly ensured through the fifth field of quality - Student performance⁶. In the framework document for school performance quality assurance in Kosovo, the quality field Student performance is described as follows:

Student performance is an essential area for evaluating school performance, as it reflects the effectiveness of the school in accomplishing its core mission. Assessment of school performance, within this area, will focus on the level of student participation in school processes, as a form of manifestation of competence to exercise their rights and responsibilities within the school, the level and quality of participation in extra-curricular activities in and out of school, level of mastery of key competencies, level of achievement of results by curricular areas, achievements by curriculum - by choice and their commitment to managing their own progress. Student performance is manifested through activities that students undertake in school, student results in internal and external assessments, projects

¹ For more information see: AU nor. 04/2017: Performance Evaluation in Education Institutions. Pristina.

<http://masht.rks-gov.net/uploads/2017/08/4-2017-ua-vleresimin-e-performances-se-institucioneve-arsimore-ne-arsimin-parauniversitar-rotated.pdf>

² Quality areas are the main segments within which the management and educational activities in the school are developed. Quality areas are set out in the Framework for Quality Assurance of School Performance and serve to guide and ensure the coherence between the self-assessment process and the external assessment of the school. Quality areas are linked to the principles of the Kosovo Pre-University Curriculum Framework and ensure the coverage of important aspects of school development.

³ Quality criteria are subdivisions of the quality areas that are set out in the School Performance Evaluation Framework and serve to provide more systematic approaches to data collection and coherence between the two assessment processes (external and internal).

⁴ Quality criteria are subdivisions of the quality areas that are set out in the School Performance Evaluation Framework and serve to provide more systematic approaches to data collection and coherence between the two assessment processes (external and internal).

⁵ School performance indicators are affirmative statements of performance expectations within each quality criterion. Indicators help to ascertain the level of school performance in relation to expectations. They are the main reference when assessing the performance of the school within the relevant criteria

⁶ The other fields of quality are Management and governance; Culture and school environment; Teaching and Learning; Teacher professional development.

implemented by students, student representation and success in various knowledge and skills competitions at the school level, in local, national and international level, as well as the successful inclusion of students in other levels of education.

From this description, it can be clearly seen that the school evaluation aspects in the quality field of the school - Student performance is also linked to student assessment, to that of how the school manifests its performance in the student assessment and achievement at the school level, but also assessments taking place at local, national and international level. Results of student assessments, serve the school for formative assessment of school performance on quality criteria that relate to the work with students and to direct the focus of its development.

The link to and importance of student performance is also underlined by the fact that the sub-legal act (AI No. 04/2017) governing the School Performance Evaluation System, student performance is the quality field that should be subject of each school self-evaluation, in order for the school to fulfil its function which is to advance the student level of achievement and to ensure that students benefit maximum development from the school.

5.3. The role of the school in student assessment and ensuring the quality of student assessment

The role of the school in student assessment is described in the curriculum documents (2016) and the documents that define and regulate students' internal assessment, curriculum stage assessment and standardized state assessments at the end of pre-university education levels (2016).

- In the internal student assessment organized by teachers and professional staff, the role of school in student assessment is supportive, promotional and informative to carry out the student assessment based on criteria and the principles of ethics code for student assessment.
- In assessing the students per curriculum stage, the school has a leading, coordination and supervisory role to provide a realistic assessment that enables the identification of needs for the support of students in mastering the competences and learning outcomes.
- In standardized state assessments at the end of pre-university education levels, the school's role is to ensure proper preparation, full information of students and the school community for the purpose of assessment and practice of using the results as well as management based on criteria that ensure high reliability of assessments. The same role of the school is reflected in international studies such as PISA, TIMSS, etc.

The school, in order to fulfil its role in the assessment of students and in ensuring the quality of student assessment, must be maximally engaged in meeting the quality criteria and performance indicators of the school, which are defined by the Framework Document for the Assurance of Quality of School Performance in Kosovo.

The Student Assessment Framework, in order to ensure that the school supports the improvement of its student performance, supports and promotes the requirements for quality assurance of school performance, in particular quality criteria and indicators, school performance, which are directly related to student assessment. For this purpose, these indicators are also integrated in the Student Assessment Framework Document, as reflected in the following Table.

Table 2. Indicators for school evaluation related to student assessment

INDICATORS FOR SCHOOL EVALUATION RELATED TO STUDENT ASSESSMENT
<ul style="list-style-type: none"> • Assessing the students' achievement in the mastery of competencies at the end of the curricula stages is effectively administered and based on evidence; • Analysis of student achievement in mastering key competencies is used to identify the factors that hinder the student achievement and planning the measures to avoid them; • The school has built an effective system of managing the student achievement results in mastering the outcomes for the curriculum areas; • Assessment of learning is done by adequate methods for a continuous encouraging and motivating of students in learning; • Assessment of learning (grading) is transparent, correct and helpful to students; • Students' assessment results and students' feedback are used to plan and adapt teaching processes in the function of student competence development; • The level of mastery of competence outcomes per curriculum stage meets the expectations set in the Core Curriculum; • The level of student achievement in mastering the outcomes set per curriculum areas meets the expectations set out in the Core Curriculum;

Referring to these and other indicators of school performance, for an effective and quality school performance, among others, the school must have a clear agenda and commitment to continuously improve its practices, in favour of support of students for mastering key competencies and realizing their potential. Also, a self-critical approach is required for student outcomes in both Internal Assessment and National and International Assessment, in order to embrace the cycle of continuous improvement of school quality in the field of teaching and student assessment. This is the only way to reflect the impact of school performance appraisal on student appraisal and vice versa - student appraisal results reflect the quality of school performance.

5.4. Future directions for the role of student assessment in school evaluation

The approach of the school evaluation system in Kosovo is developmental and serves school development planning, teacher professional development planning, planning of necessary resources, reorganization of school work, etc., in order to provide quality services and general development of the school. In this spirit, the use of student assessment results in the evaluation of school performance is described, a spirit which refers to the formative assessment of the school.

For formative assessment of the school, in relation to the correct use of student results from different assessments, (at school level - National and international assessments) in order to fulfil the role of the school in student assessment and in ensuring the quality of student assessment, the school in the process of self-assessment in this area, should answer some questions, as follows:

TABLE 12. ORIENTATION QUESTIONS ON THE ANALYSIS OF STUDENT ASSESSMENT PRACTICES AND PROCESSES – FOR THE SCHOOL EVALUATION¹

- How are the outcomes of student achievement in mastering the outcomes of curriculum areas analysed? In this case, are the factors that hindered students' achievement and the necessary measures to address these factors identified? Who makes these analyses? What are they based on? Do schools have evidence of these analyses?
- Is the assessment used to encourage and motivate the students for learning?
- Is the learning assessment transparent and correct? Are the students aware of their grades? Do they agree with the assessment made by the teachers? What are their concerns about this process?
- Is there a formative assessment to support the students in their planning of learning? Is it used to identify and address the different needs of students when planning the learning process?
- Is the assessment per curriculum stage used for reviewing and refreshing the curriculum? How is this process documented?
- What is the level of student performance in mastering the core competence outcomes at the end of the curriculum stage? What is the trend of achievement?
- How is the process of assessing the achievement of key competencies realized at the end of the curricula? Is the assessment reliable and relevant?
- What is the level of student performance in mastering the outcomes set for the subjects and curriculum areas? What is the trend of achievement?
- Is the quality of teaching and the forms of student support assessed from the perspective of efficiency in raising students' achievement in mastering the outcomes for the curriculum areas? Who conducts these assessments? Are they evidenced?

The Student Assessment Framework envisages that these and other questions, which are asked as needed for student assessment, will be the basis for the Formative Assessment of the school, to determine the future directions of the school in order to fulfil its role in ensuring the quality of student assessment and, in general, to improve school results.

5.4.1. Capacity building of school evaluation in relation to student assessment

The school evaluation system requires internal capacities at school level and the capacities of external assessors, but also municipal capacities that provide support services for the school and education inspectorate in applying this system in the function of school development.

The Student Assessment Framework envisages that capacity building for school assessment in relation to student assessment should focus on:

- Leading the process of self-assessment and external evaluation;
- Using the results of the internal assessment of students for formative assessment of the school;
- Development of school improvement plans, aimed at improving the quality of teaching and learning, as well as ensuring the quality of student assessments;

¹ Questions refer to the Internal School Guide (IPK, 2016b).

- Fair and timely reporting of evaluation processes and results, etc..

5.4.2. Using Student Assessment Results for Formative Assessment of School Performance

As for teachers, results from student assessments should not be used for Summary Assessment of school performance. In this report, even for this evaluation purpose, they should function as "circumstantial" evidence for the evaluation of school work. So, they should be used only for formative school evaluation, due to the fact that our school performance evaluation system has defined a developmental approach.

There is another important reason not to use student assessments as a summary of school and teacher assessments. If schools and teachers are evaluated based on student results, they benefit from fraud. These can be forms of deception (for example, by changing incorrect answers to correct ones) but they can also be slightly more subtle forms, such as neglect - if they see that students are cheating. This is not really beneficial for students, for school and certainly not for education in general.

The development approach of our school performance appraisal system, which is also promoted by the Student Assessment Framework, requires that student appraisal results be used as a source for:

- informing the school community about the level of student achievement, the difficulties highlighted in certain parts of the curriculum / program and the students' competencies;
- initiating in-depth analyzes at school level, for teaching practices, the quality of services provided by the school, the impact of the use of additional materials and resources by teachers, the impact of forms of teacher professional development on student outcomes;
- formative assessment of the school by the school self-assessment team, according to the principles: participation, transparency, objectivity and accuracy;
- development of training programs and materials and professional guides for schools and school self-assessment teams.

Student outcomes can be helpful in helping schools become better at providing their services in teaching and other forms of student work. They should be a starting point to help the school improve its performance instead of judging its quality. Changes within the school can be beneficial for improving education, therefore it has been decided that the approach of the school performance evaluation system should be developmental.

However, the results from student assessments can be used to initiate more in-depth analyzes of the quality of the education system.

5.5. Relevant documents

1. Kosovo Pedagogical Institute. (2016). Instrument for evaluating school performance. Pristina.

<http://ipkmasht.rks-gov.net/instrumenti-per-vleresimin-e-performances-se-shkolles/>

2. Kosovo Pedagogical Institute. (2016b). Guide for internal school evaluation (Quality areas -

Criteria - Indicators). PIK, Prishtina. <http://ipkmasht.rks-gov.net/udhezuesi-per-vleresimin-e-brendshem-te-shkolles/>

3. Kosovo Pedagogical Institute. (2016c). Guide to external evaluation of school performance. PIK, Prishtina. <http://ipkmasht.rks-gov.net/udhezuesi-per-vleresimin-e-jashtem-te-shkolles/>

4. Assembly of the Republic of Kosovo (2018): Law no. 06 / L-046 On the Inspectorate of Education in the Republic of Kosovo. Official Gazette of the Republic of Kosovo.
5. Assembly of the Republic of Kosovo. Law on Education in the Municipalities of the Republic of Kosovo, Law no. 03 / L-068 (2008), Prishtina. Official Gazette of the Republic of Kosovo
http://www.kuvendikosoves.org/common/docs/ligjet/2008_03-L068_al.pdf
6. Assembly of the Republic of Kosovo. Law on Pre-University Education in the Republic of Kosovo, Law no. 04 / L-032 (2011). Official Gazette of the Republic of Kosovo
<http://www.kuvendikosoves.org/common/docs/ligjet/Ligji%20per%20arsimin%20parauniversitar.pdf>
7. Ministry of Education and Science & Kosovo Pedagogical Institute. (2016). Quality assurance framework for school performance in Kosovo. PIK, Prishtina.
<http://ipkmasht.rks-gov.net/kriteret-dhe-treguesit-e-cilesise-se-performances-se-shkolles/>
8. Ministry of Education and Science. (04/2017). Administrative Instruction no. 04/2017: Performance evaluation in Educational Institutions. Pristina.
<http://masht.rks-gov.net/uploads/2017/08/4-2017-ua-vleresimin-e-performances-se-institucioneve-arsimore-ne-arsimin-parauniversitar-rotated.pdf>
9. Ministry of Education and Science. (2015). Quality Assurance Strategy for Pre-University Education in Kosovo 2016-2020. Pristina. <http://masht.rks-gov.net/uploads/2016/12/qa-strategy-final-shqip.pdf>
10. Ministry of Education and Science. (2016c). Administrative Instruction no. 24/2016: Quality Assurance in Pre-University Education. Pristina. <http://masht.rks-gov.net/uploads/2016/12/rotatedpdf180.pdf>
11. Ministry of Education and Science. (2016d). Administrative Instruction no. 23/2016 on the School Development Plan and the Municipal Education Development Plan. Pristina.
<http://masht.rks-gov.net/uploads/2016/12/rotatedpdf90.pdf>
12. Ministry of Education and Science. (2016). Administrative Instruction no. 22/2016 on Professional Assets (Departments) of Schools. Pristina.
<http://masht.rks-gov.net/uploads/2016/12/22-ua-nr-22-2016-per-aktivitetet-profesionale-te-shkollave.pdf>
13. Ministry of Education and Science. (2012). Administrative Instruction no. 04/2012: Standards of Professional Practice of School Principals. Downloaded on: 21.10. 2017.
http://www.masht-gov.net/advCms/documents/udhezim_administrativ_04_2012_shqip.pdf

CHAPTER VI - SYSTEM EVALUATION AND THE ROLE OF STUDENT ASSESSMENT

The evaluation of the system is based on the annual and periodic evaluation mechanism for the quality and effectiveness of the education system, its review and reform. Student assessment has a special role in system assessment. Therefore, in this chapter, the general characteristics of the system evaluation, as well as the mechanisms and competencies for the evaluation of the education system are presented first. The chapter then focuses on the aspects of system evaluation, capacity building to evaluate the system, procedures and instruments to evaluate the system, initiatives and their implementation, and the use of evaluation results for policy making

6.1. General characteristics of assessment in Pre-university Education

In order to provide a link between the documents governing responsibilities in system evaluation and the role of student evaluation and future directions for system evaluation, as well as the role of student evaluation in this process, this chapter initially reflects a summary of general characteristics of student assessment, then outline future directions for system assessment.

6.1.1. Legal framework

The Law on Education in the Municipalities of the Republic of Kosovo (2008)¹ and the Law on Pre-University Education in the Republic of Kosovo (2011)², among others, have defined the organization of Pre-University Education and defined the responsibilities of MES and educational agencies, Municipalities, and Educational institutions. Based on these laws, MES has the task to promote and improve the quality and efficiency of education and training through MES mechanisms for inspection, monitoring, and evaluation, as well as to organize and manage the External Evaluation for levels 1, 2 and 3 of ISCED.

With the new Law on the Education Inspectorate (2018)³, the Education Inspectorate takes a special role in the pedagogical inspection component and becomes the central executive body for quality assurance in education. At the level of educational institutions, quality assurance is regulated by the Law on Pre-University Education in the Republic of Kosovo, approved in 2011 and the Administrative Instruction 24/2016 on Quality Assurance in Pre-University Education in Kosovo.

The Legislative Framework for Education in Kosovo, in addition to the primary legislation, is supplemented with Administrative Instructions⁴, MES Regulations⁵ and Strategic Documents⁶. However, there is not a single document that clearly defines the way the pre-university education system is evaluated, the role that student evaluation should play, the forms of reporting and the use of findings and results. Specific segments of the evaluation of the education system are described in various documents, which we have referred to in the chapters of this document.

¹Assembly of Kosovo. Law on Education in Municipalities of the Republic of Kosovo, Law no. 03/L-068 (2008), Pristina. Official Gazette of the Republic of Kosovo.

http://www.kuvendikosoves.org/common/docs/ligjet/2008_03-L068_al.pdf

²Assembly of Kosovo. Law on Preuniversity Education in the Republic of Kosovo, Law no. 04/L-032. Official Gazette of the Republic of Kosovo / no. 17 / 16 September 2011, Pristina.

<https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=2770>

³Assembly of Republic of Kosovo. Law no 06/L-046 for Inspectorate of Education in the Republic of Kosovo. Official Gazette of the Republic of Kosovo / no. 13 / 10 August 2018, Pristina. <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=17744>

⁴<https://masht.rks-gov.net/udhezimet-administrative>

⁵<https://masht.rks-gov.net/rregulloret>

⁶<https://masht.rks-gov.net/strategjite>

6.1.2. The role of student assessment in system assessment

System assessment through student assessment is a practice applied in national and international assessments. Depending on the goals for student assessment, evidence and performance reports can be provided that reflect the state and quality of education at its various levels (in Primary Education, Lower Secondary Education and Upper Secondary Education).

Current system assessment practices through student assessment are related to external assessments organized by MES through DSCSVL (5th grade assessment, 9th grade assessment and Matura Exam and international assessments, such as: PISA , TIMSS and PIRLS).

Despite the experience gained over the years with national assessments, current practices show that the overall assessment of the system is not systematically linked to student assessment and there is no well-established practice of using the results for educational policy-making. For all student assessments organized in Kosovo, the preparation of reports is mandatory, but their content and format are not clearly defined and this has made the current practices of preparing reports for national student assessments more for internal purposes.

The beginning of Kosovo's participation in international evaluations is seen as a good opportunity to evaluate the education system and prepare results reports for educational policy-making. Kosovo has participated in PISA (2015 and 2018) and TIMSS (2019) research. Student results and reports in such international research, mainly serve to inform national education systems with the level of competencies of students in key areas that are subject to assessment (Reading, Mathematics, Natural Sciences, etc.) and provide Opportunity to compare trends with countries in the region, OECD countries and all participating countries. The results, respectively the national reports provide opportunities for each school to use the data from such or other similar research, for internal purposes, analysis and comparisons.

6.1.3. Database related to system evaluation

The annual statistical report with educational indicators, other statistical reports from the EMIS and the Annual Report on the evaluation of the implementation of the Strategic Education Plan in Kosovo are national reports that are published regularly for the education system in Kosovo. These reports serve as a basis for the development of educational policies, fulfil the mandate to provide data and assess the participation in education, the quality of services in the education system of Kosovo, as well as the achievements of pupils and students in Kosovo.

Annual statistical reports are published by the EMIS on the official website of MES <https://masht.rks-gov.net/statistikat>. They are open for use by all education stakeholders and other stakeholders involved in the evaluation of education and the development of educational policies and programs.

The education statistics collected by the EMIS cover all levels of education: institutions of Preschool, Primary and Lower Secondary, Higher Secondary (Gymnasiums) as well as Vocational Education, education of students with special needs, private education , adult education and training, university education, private colleges; they also cover learning conditions, changes by level, and information on students' social and family status. Education data cover the public and private sectors, with the exception of some Serbian schools, which do not report to the EMIS.

The publication of statistics related to children / pupils / students and educational staff, contain data on:

- number of children in Preschool and Pre-primary education, by municipalities, age groups, gender, nationality and educational staff;
- number of students in Primary and Lower Secondary education, by municipalities, classes, gender, nationality and educational staff;
- number of students in Higher Secondary Education, by municipalities, classes, gender, nationality, by vocational schools - gymnasiums, and by educational staff;
- number of students with special needs in schools and resource centers, by gender, grades and by type of disability - difficulties, and by educational staff;
- number of students in private education, according to levels of pre-university education, by municipalities, classes, gender, nationality and by educational staff;
- number of students in University Education, by gender, by nationality, faculties and study programs, by bachelor and master levels, number of bachelor and master graduates and by academic staff, etc.

On the other hand, in the reports of recent years for the evaluation of KESP 2017-2021, in addition to the evaluation of strategic objectives, measures and activities implemented according to the years of the action plan, it has become a practice to make an analysis of evaluation context, including political, economic, social, technological context, strategic planning areas, objectives, as well as comparisons with statistical indicators and educational attainment - with OECD countries and countries in the region.

The framework envisages that official education statistics be the basis of planning for national and international evaluations related to the evaluation of the education system, because only in this way can representative samples be provided that provide coverage of all demographic and social characteristics.

6.1.4. System evaluation mechanisms and competencies

The description of system mechanisms, in this chapter, refers to their role in evaluating the system. MES and its mechanisms, such as the Quality Assurance, Standards, Assessment and Licensing Division (DSCSVL), the Education Information Management System (EMIS), the Education Inspectorate (IA), the Kosovo Pedagogical Institute (KPI), the divisions and other support mechanisms: Curriculum and Teacher Support Division; The National Qualifications Authority (NQA), the Agency for Vocational Education and Training and Adult Education (AAPARR) continue to be the main mechanisms, which have an institutional role based on their field of action to prepare related analyzes, research and reports. with system evaluation. The competencies of these mechanisms to evaluate the system and to use the evaluation results are regulated by primary legislation (laws) and secondary legislation (regulations and bylaws), and some of them are described in Chapters II, III, IV and V of this document.

Division for Quality Assurance, Standards, Evaluation and Licensing. The Division performs professional, developmental, organizational and technical tasks related to National and International Assessments in Pre-University Education. It is the main mechanism responsible for conducting national and international student assessments in pre-university education organized in Kosovo. <https://masht.rks-gov.net/divizioni-per-standarde-monitorim-dhe-vleresim>

Inspectorate for Education. With the new Law on the Education Inspectorate (2018), the Education Inspectorate takes on a special role in the pedagogical inspection component and becomes the main executive body for quality assurance in education. The new role of the Inspectorate of Education, defined by the Law on the Inspectorate of Education (2018), presents an opportunity for pedagogical

inspection that the system should be used for the preparation of annual reports and thematic reports that allow multiple uses for the assessment of system and taking measures to improve and advance it

Office for Education Information Management System (EMIS). Prepares and publishes regular statistical reports for the education sector at all ISCED levels. The main purpose of the annual publication of Education Statistics is to inform decision-making institutions and the general public with statistical information at all levels of education and educational indicators. SMIA reports are published at <https://masht.rks-gov.net/statistikat>.

Kosovo Pedagogical Institute (KPI). KPI is an institution under the MES, which conducts research, training, counselling, analysis, evaluation, and professional publications in various fields of education, with a focus on pre-university education. The publications are distributed to a certain number of educational institutions at central, local and school institutions, which are part of the contribution in the researched areas, but they are continuously published on the official website of the Pedagogical Institute <http://ipkmasht.rks-gov.net>

Other support mechanisms. Within MES, there are Departments, Divisions and other educational units that lead the development of educational policies, curriculum development and contribute to the evaluation of the education system in Kosovo. Other support mechanisms to be mentioned are the National Qualifications Authority (NQA), the Agency for Vocational Education and Training and Adult Education (AAPARR), the State Council for Pre-University Education (KSHAP), the State Licensing Council (KSHL), the Commission Central State Matura (KQMSH), State Quality Council (CSC) of the Kosovo Accreditation Agency (KAA), etc.

The framework envisages that the mechanisms and competencies to evaluate the system be supplemented, reviewed depending on the capacities and human resources and the focus on the aspects of evaluating the system in the longer term. DSCSVL, which is the professional authority and authorized by MES for national and international assessments, made with students of different levels of pre-university education, should coordinate the system mechanisms in the processes and programs for system assessment in relation to the assessment of students.

6.2. Aspects of system evaluation

Student evaluation plays a key role in system evaluation. The framework envisages that, in addition to the evaluation of students in national and international tests, the evaluation of the education system to focus on other aspects, such as: analysis of trends in education in relation to the framework of educational indicators, (i. Access and participation; ii. Learning conditions; iii. Internal effectiveness; and iv. Financial resources) and in thematic areas of the system, such as:

- implementation of the curriculum (principles, competencies and learning outcomes);
- assessment of student achievement;
- evaluation of teachers' performance in relation to teaching standards and their professional development;
- evaluation of leadership in educational institutions / schools;
- evaluation of school performance in relation to the expectations set by the MES.

6.3. Capacity building for system evaluation

Current experiences show that in the evaluation of the education system in Kosovo there was a lack of synergy between the evaluation of students and other evaluations that occur in the system, respectively there was a lack of synergy of integration of knowledge and experiences coming from different sources and different people. to evaluate the system and take action on the proper

shaping of educational policies and practices. Synergy in system evaluation should become a working principle and a guiding principle of this process, to ensure trust, which creates a common understanding of institutional competencies, responsibilities and actions, to increase the quality of education.

Capacity building to lead the system evaluation process, to generate reliable data, to interpret and utilize data, is a need and requirement for the education sector in Kosovo, which should be addressed by decision makers and policy makers in the sector of education.

An effective evaluation system requires capacity building, segregation of roles and responsibilities of existing mechanisms for the role in system evaluation, regular reporting and institutional participation in processes related to system evaluation, as well as taking responsibility for addressing of problems raised and remediation.

Capacity building for system evaluation in relation to student assessment (national and international assessments), should be done in coordination with DSCSVL / MES.

The framework outlines some measures to be taken to build capacity for system evaluation, which should serve as a reference point for system evaluation:

- Opening the national debate on the situation in the education system;
- Setting priorities where the evaluation of the system should be more focused;
- Access to a suitable spectrum of people;
- Defining the main mechanism for leading the process, with clear tasks and mandate;
- Defining working groups and subgroups with an appropriate spectrum of people who have professional capacities and experience in the field of evaluation;
- Analysis and fulfillment of technical and organizational needs;
- Organizing professional trainings for system evaluation;
- Providing access to key reports and documents;
- Undertake system evaluation, once in 3-5 years

6.4. Procedures and instruments for system evaluation

The evaluation of the system is related to the national and international evaluations of students, which should be supported by the analysis of educational indicators and the analysis and evaluation of the educational, political, economic, social and social context.

National student assessments should reflect curriculum content, be objective, impartial, and deliver credible results that support the system, identify areas where further review or action is needed to address problems and rectify the situation.

Procedures and instruments used in national student assessments are procedures developed by DSCSVL, depending on the nature and purpose of the assessment, as well as the levels of national assessments. They include all the steps of managing the evaluation process, from preparing and planning for the evaluation to reporting on the progress of the process and the results achieved.

For each national student assessment, as described in Chapter III, procedures and instruments should be developed by the DSCSVL, depending on the nature and purpose of the assessment, as well as the levels of national assessments. The framework provides that in national assessments, procedures and instruments for assessing the system should include:

- all steps of managing the evaluation process;

- instructions for the whole evaluation process;
- informing the public;
- drafting technical reports and their publication;
- use of evaluation results for educational policy making

The Framework also provides that for participation in international student assessments, in order to assess the system in certain areas, the procedures that should guide this process should be as follows:

- situation analysis and justification for participating in international assessment (s);
- operational plan for participation in international evaluation, starting from the information to the end of the evaluation cycle, including the necessary capacities for leadership, coordination and reporting;
- planning the necessary budget for participation in evaluations;
- review of situation analysis and orientation plans in decision-making mechanisms and decision-making;
- following all standard procedures in international evaluations, in cases of participation approval, in order to fully ensure the quality of evaluation;
- preparation of technical report on the evaluation process and results;
- publication and discussion of results, in-depth analysis of the causes and possibilities of addressing identified problems
- use of evaluation results for educational policy making

6.5. Use of evaluation results for policy making

The framework helps to formulate new directions of action after 2020. New directions of action can be developed by critically evaluating the quality of all forms of evaluation, to create an approach to evaluation and to improve evaluation practices, by using the criteria mentioned in Chapter II. Such evaluations will help to realize the priorities of the action directions, if an evaluation lacks one of those criteria.

Following the implementation of the evaluation implementation plan, the focus should shift to the use of evaluation results for policy making. This requires reaching a consensus at the national level on improving the quality of education in general. The Framework defines this as a priority to start using evaluation results to design policies with national consensus and interest.

The Framework then provides that, after each national or international evaluation, other departments and mechanisms, depending on the MES, should sit down together and develop a process of what happens after evaluations and analyzes, how to use the results. for policy making, what links will be made - with teacher training - in-service and in-service, curricula, quality assurance mechanisms, etc.

As described in Chapter III of this document, system evaluation should be used in a formative way, thus helping the country to improve the education system. The result from the External Evaluation, from the International Evaluations, are a source of information that can help to find out what works and what does not. The result should be used to ask the questions: "Why do we have these results?" The explanation must be done carefully and the hypotheses put forward about the causes of the changes must be tested.

The use of evaluation results for policy making will focus on:

- Setting priorities;
- Undertaking actions for drafting priority policies;

- Managing the budget, resources and capacities to benefit all students; and
- Making recommendations that support other processes to evaluate the system.

Capacity building to guide the process of using evaluation results for policy making and to design educational policies that are implemented in the practice of Kosovo education, is a need and requirement arising from this document, which should be addressed by decision makers and policy-makers in the education sector.

6.6. Relevant documents

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12. Qehaja, L. & Aliu, J., (2018). The impact of the quality of teachers and school resources on the results of Kosovar students: Findings from the results of the PISA test of 2015. Kosovo Network for Education and Employment - KEEN. (page 11).

http://kec-ks.org/wp-content/uploads/2018/10/PISA-2015-Results_ALB-1.pdf

13. Ministry of Education and Science Kosovo Education Indicators Framework (October, 2017)

https://masht.rks-gov.net/uploads/2017/12/korniza-e-treguesve_2.pdf

