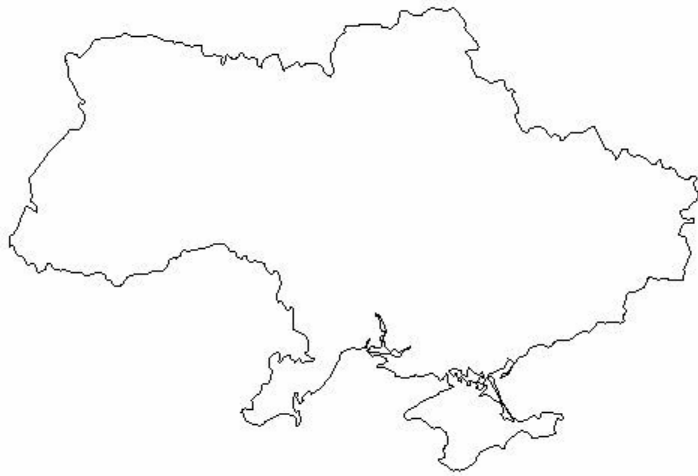


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**USAID**  
FROM THE AMERICAN PEOPLE

***The Ukrainian Standardized External Testing  
Initiative (USETI)  
Quarterly Report 2  
July-September 2007***



Submitted by:  
American Institutes for Research

October 15, 2007

U.S. Agency for International Development  
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Threshold Country Program  
Ukraine**

**The Ukrainian Standardized External Testing Initiative (USETI)  
Quarterly Report 2**

**Quarterly Report for USETI Quarter 2 (FY Quarter 4)  
July – September 2007**

**1. Summary**

USETI is funded by USAID/Ukraine and implemented through USAID's ABE/BE. The Initiative addresses one of five components in the Government of Ukraine's Threshold Country Plan (TCP) approved for funding by the Millennium Challenge Corporation (MCC), combating corruption in higher education.

The USETI project commenced on April 16, 2007 with a contract to American Institutes for Research, with its partner American Councils for International Education. The focus of the project during the Quarter 2<sup>1</sup> was on finalizing the MCC-TCP Implementation Plan; site-visits to UCEQA and RCEQAs to gauge capacity and training needs; work with UCEQA public relations department on developing outreach tools; consultations on the use of surveillance cameras in testing centers; initial training seminars for test developers in test construction and development of preparation materials; and initial discussions on the implementation of new admissions criteria and a graduate level program in psychometrics. Discussions and trainings in public monitoring also commenced.

A major focus during this quarter was on the development and approval of the MCC-TCP Implementation Plan. USETI staff worked closely with the working group to develop and finalize the plan. It was delivered to USAID on August 17, 2007 and approved by the MCC Board on September 20, 2007. The Performance Monitoring and Evaluation Plan also was delivered and approved in this quarter. Technical assistance was provided by international consultants during this quarter, which included: Consultants drafted a paper on Policy and Procedures of UCEQA and RCEQA Relations and assisted UCEQA in developing a Policy and Procedures Manual in working with RCEQAs; Consultants reviewed 2007 tests and planned trainings in test construction and development and item bank development; Consultants held a seminar that gave UCEQA and RCEQA staff the opportunity to discuss plans for 2008 testing; including best practices in implementation at the local level; Consultants and USETI staff met with UCEQA to discuss the membership of a working group on higher education admissions testing; Consultants met with UCECA leaders to discuss possibilities around the topic of test security and the use of surveillance cameras; and Consultants reviewed existing preparation materials and assisted in drafting new materials for mathematics, Ukrainian language and literature, world and Ukrainian history, physics and biology. Representatives from UCEQA and USETI attended the 33<sup>rd</sup> IAEA Conference in Azerbaijan, entitled, "Interdependence of National Assessment Systems and Education Standards".

**1.1 Significant Events**

**1.1.1 Special Meetings**

**Symposium "Improving and Supporting the Development of Educational Assessment Practices: Ukrainian and European perspectives".** On July 12-15, 2007, USETI DCOP Christina Pendzola-

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<sup>1</sup> This quarterly report is for the project's second quarter, which corresponds to FY Quarter 4 for MCC reporting.

Vitovych, Testing Development Coordinator Olena Kotsur, PR Manager Vitaliy Yanyuk attended the Symposium “Improving and Supporting the Development of Educational Assessment Practices: Ukrainian and European perspectives”. The symposium was organized by the TRAST Project supported by TACIS and the Academy of Pedagogic Sciences of Ukraine and discussed the methodology used for assessment in secondary education.

**Meeting with the Atlantic Council.** On July 24, 2007 COP Yarema Bachynsky and DCOP Christina Pendzola-Vitovych represented USETI at a meeting at USAID with representatives of the Atlantic Council: Ambassador William Green Miller, Adrian Karatnycky and Jan Neutze. The objective of the Atlantic Council was to gain a better understanding of the effects of widespread corruption in order to assess the progress that has been made in the fight against corruption since the Orange Revolution.

**Meeting with UCEQA Director.** COP Yarema Bachynsky, DCOP Christina Pendzola-Vitovych and USETI Consultant Mark Zelman met with UCEQA Director Ihor Likarchuk on August 20 to discuss issues of coordinating USETI public events for September. In light of pre-term Parliamentary Elections it was decided that the first High Level Round Table should be delayed until after the elections. October 9, 2007 was chosen as the date. Dr. Likarchuk also expressed concerns to USETI representatives that the national budget of Ukraine for 2008 was in the process of being developed and funding for 2008 testing was minimal, and at the same level as 2007, though the number of participants would increase four-fold.

**Meeting with Representatives of the US Department of State, Foreign Bureau.** On September 10, COP Yarema Bachynsky and DCOP Christina Pendzola-Vitovych were invited to represent USETI at a meeting to discuss MCC TCP with EUR and US Department of State Representatives, which took place at the USAID Mission. Daniel Rosenblum, EUR/ACE, Heather Grant EUR/ACE (CA Coordinator for Ukraine and Belarus) and Erica Navaro OMB were interested in updates on the MCC TCP, particularly relations with GOU partners, challenges/obstacles and how the different implementers coordinate with each other.

### **1.1.2 MCC TCP Implementation Plan Development**

**MCC-TCP Component 5 Working Group Meeting** On July 18 the MCC-TCP Component 5 Working Group met to finalize a draft version of the IP. USETI COP Yarema Bachynskyy, DCOP Christina Pendzola-Vitovych, UCEQA Director Ihor Likarchuk, UCEQA First Deputy Director Vadym Karandiy and Head of Pedagogical Education Department of the Ministry of Education and Science of Ukraine Serhiy Bondarenko discussed the necessary revisions to be made to the original draft created in June. UCEQA and USETI also developed the list of participants for the conference in Baku, scheduled for September.

**Consultations with USAID and MCC Secretariat on MCC Implementation Plan.** On August 7, 2007 Ellis Seats, CTO Tamara Palyvoda, Viktoria Grib, COP Yarema Bachynsky and DCOP Christina Pendzola-Vitovych met with Andriy Palianytsia of the MCC Secretariat to discuss the updated draft Implementation Plan for Component 5.

**Submission of MCC-TCP Component 5 Draft Implementation Plan.** On August 17 the Draft Implementation Plan for Component 5: Combating Corruption in Higher Education Establishments was signed by Ihor Likarchuk, Vadym Karandiy, Yaroslav Boliubash, Yuriy Korovaychenko and Yarema Bachynsky and submitted to Board through USAID.

**Approval of MCC-TCP Component 5 Draft Implementation Plan.** The MCC-TCP Board approved the Component 5 Implementation Plan on September 20, 2007.

### **1.1.3 Program Operations**

**Development of Consultant Training Calendar with UCEQA.** On July 4 Testing Development Manager Olena Kotsur and Testing Development Assistant Nataliya Borodchuk met with UCEQA Deputy Director Leonid Sereda to discuss the calendar for trainings to be led by USETI consultants through the end of the 2007 calendar year.

**Meeting with Deputy Minister of Education and Science.** On July 31, USETI consultants Steven Bakker and Todd Drummond, USETI DCOP Christina Pendzola-Vitovych and Testing Development Coordinator Olena Kotsur met with Deputy Minister of the Ministry of Education and Science of Ukraine Vasyl Shynkaruk, charged with issues of higher education, to discuss testing and its impact on the admissions system.

**Consultant Meeting with CTO.** On August 2, CTO Tamara Palyvoda met with USETI Consultants Steven Bakker and Todd Drummond. USETI Consultants told Ms. Palyvoda what they had learned of the impact of standardized testing on the system of higher education and the work they had been involved in during their missions.

**Round Table on the Criteria of Public Monitoring of the External Testing System.** With support from the International Renaissance Foundation the Testing Technologies Center organized a Round Table on August 8, 2007 to discuss the criteria for monitoring the external testing system by the public. USETI consultants Algirdas Zabulionis, Todd Drummond and Mark Zelman presented at the round table, which was held at the USETI office.

**Agreements with Grantees signed.** All grant agreements with project grantees were signed.

**PMEP Submitted.** The Performance Monitoring and Evaluation Plan for USETI was submitted to CTO Tamara Palyvoda on August 20, 2007.

**USETI Project Registration.** On August 22 USETI was registered as a Technical Assistance Project with the Ministry of Economic of Ukraine.

**Staffing.** USETI continued to search for a Monitoring and Evaluations Manager in Q2. Two advertisements were placed in the Kyiv Post. USETI received approximately 7 resumes by the deadline and 3 candidates were interviewed. A candidate was chosen and accepted the offer made. USETI awaits CTO approval of the candidate who is ready to begin work on October 15.

#### **1.1.4 Project Component Activities**

The following significant activities were conducted in support of USETI Components 1 and 2; activities in support of other components will commence in Quarter 2 of the project.

##### **Component 1: Capacity Building in Testing Processes**

**Technical Assistance (TA) delivered – Assessment Site Visit to UCEQA.** July 31 through August 2 USETI consultants Steven Bakker and Todd Drummond met with UCEQA management, including Director Ihor Likarchuk, First Deputy Director Vadym Karandiy and Deputy Director Leonid Sereda to discuss the current state of UCEQA capacity. Mr. Drummond was able to follow up with management on August 3, 7 and 9. Particular attention was given to the current UCEQA departments and staffing, relations with RCEQAs and their responsibilities vis a vis UCEQA and the construction of working groups for test development. Plans for the implementation of the 2008 testing session were also discussed. The consultants drafted a paper on Policy and Procedures of UCEQA and RCEQA Relations, which was submitted to UCEQA to allow them to target specific issues and assist UCEQA in developing a Policy and Procedures Manual in working with RCEQAs.

**Technical Assistance (TA) delivered – Assessment Site Visit to Kharkiv RCEQA.** On August 3, USETI consultant Todd Drummond and USETI Test Development Manager Olena Kotsur visited Kharkiv. During the Kharkiv RCEQA visit, the center held a round table on lessons learned from 2007 testing. Three RCEQA Directors: Serhiy Rakov (Kharkiv), Volodymyr Vlasov (Donetsk) and Serhiy Hryhoriev (Dnipropetrovsk) presented a brief overview of challenges and lessons learned to date. In addition, department specialists from the Kharkiv Center provided more detailed information about their particular divisions in IT, test administration, and test development. The name of the roundtable was

“Independent Assessment as a Component of the Education System: Lessons Learned in 2007 and Preparing for 2008.”

**Technical Assistance (TA) delivered – Assessment Site Visit to Donetsk RCEQA.** On August 6, USETI consultant Todd Drummond and USETI Test Development Manager Olena Kotsur visited the Donetsk RCEQA. They held extensive discussions with the Director Volodymyr Vlasov and staff on the capacity of the center to date. An issue for discussion was the fact that Donetsk is a region where school instruction is more often in Russian than in Ukrainian and whether tests might not be introduced in Russian in the future.

**Technical Assistance (TA) delivered - Assistance in Test Construction.** On August 7 through 22 USETI Consultant Mark Zelman worked with UCEQA Deputy Director Leonid Sereda and subject specialists in: Math, Ukrainian History, World History, Geography, Physics, Chemistry and Biology to develop frameworks for 2008 exams. Dr. Zelman also reviewed tests used in 2007 to assess these in order to plan trainings in test construction and development in October. Dr. Zelman also worked with Mr. Sereda to begin discussions on the development of items and an item bank. An immediate concern for Dr. Zelman was that most subject specialists had not received prior training and some subjects specialists were yet to be hired, but UCEQA is expected to construct draft exams for 2008 by October 15, 2007.

**UCEQA Staff Seminar.** On September 6 and 7 UCEQA management held a seminar for Directors of the RCEQAs and other RCEQA staff. USETI Public Outreach Manager Vitaliy Yanyuk participated in the seminar on behalf of the project. The seminar gave UCEQA and RCEQA staff the opportunity to discuss plans for 2008 testing. UCEQA and RCEQA staff also discussed ways of increasing the effectiveness of their relations and best practices in overcoming issues at the local level.

**Technical Assistance (TA) delivered – Training in “Settings Standards for Exam papers.”** USETI Consultant Algirdas Zabulionis led a two day training on September 18 and 19 in “Setting Standards for Exam Papers” for 12 Subject Specialists of UCEQA.

**Technical Assistance (TA) delivered – Meeting with MOES on Graduate Psychometrics Program.** On September 24 USETI consultant Zarema Seidametova and USETI Test Development Manager Olena Kotsur met with the Director of Department for Higher Education of the Ministry of Education and Science of Ukraine Yroslav Bolyubash to discuss the prospects of the development of a new program “Specialist in Educational Assessment” in higher educational pedagogic institutions and how a curriculum in psychometrics might be included.

## **Component 2: Security Procedures**

**Technical Assistance (TA) delivered – Assessment Site Visit to UCEQA.** On August 5 through 7 USETI Consultant Algirdas Zabulionis assessed scoring and security procedures at UCEQA. Dr. Zabulionis was able to gauge the current security methods used in test development, printing, distribution, scoring and reporting.

**Technical Assistance (TA) delivered – Assessment Site Visit to Lviv RCEQA.** On August 9, USETI Consultant Algirdas Zabulionis visited Lviv RCEQA where he had a meeting with Lviv RCEQA Director Larysa Seredyak, and the Directors of the Odesa and Dnipropetrovsk RCEQAs. The discussion focused on lessons learned by RCEQAs from 2007 exam session in processing answer sheets and tracking material.

**Technical Assistance (TA) delivered – Assessment of use of Security Cameras.** On September 14 USETI Consultant Algirdas Zabulionis met with UCEQA Director Ihor Likarchuk to begin analyzing the use of security cameras in testing centers. The idea of piloting the use of such cameras in specified testing rooms is a possible problem due to the fairness of their use for test-takers which also jeopardizes

standardization processes. Other venues and possibilities include using the cameras and video monitors in marking centers to show the public the processes of marking exam papers.

### **Component 3: Legislative Development**

**Ministerial Decree No. 607.** On July 13 the Ministry of Education and Science issued a decree outlining the plans for testing in 2008 and authorizing all Higher Educational Institutions to include testing scores in their admissions policies for 2008 applicants. The decree does not specify how test scores are to be used, nor does it state a deadline for universities to issue admissions criteria and rules. However, it is a clear signal to HEI's that test scores must be considered in 2008 admissions.

**Meeting to Discuss Composition of Legislative and Policy Expert Group.** On September 21, 2007 COP Yarema Bachynsky and DCOP Christina Pendzola-Vitovych met with Dr. Ihor Likarchuk to discuss the composition of a Legislative and Policy Expert Group (LPEG). USETI will create a list of experts to be included as will UCEQA.

### **Component 4: Public Outreach**

**Media Monitoring and Relations.** Media monitoring reports show that for Q2 there was an increase of stories regarding external testing. An expert analysis by USETI media consultants showed that due to the admissions campaign in August and the start of the school year in September, the media was 50% more interested in writing about external testing than even April 2007, during the testing session. Another factor that increased information on testing was the campaign for pre-term parliamentary elections since almost all political parties and the President of Ukraine spoke of their support for external testing as an anti-corruption tool.

**Meeting to Discuss Web-Site Construction.** On July 27 USETI Public Information staff met with Deputy Director of UCEQA Mr. Karandiy and UCEQA Senior IT Specialist to discuss USETI assistance in developing a joint Web-portal on external testing issues based on the USETI web-site in order for there to be an open independent forum for public discussion. The forum should later move to the UCEQA "testportal.com.ua" site.

**UCEQA Public Outreach campaign.** With assistance from USETI Media Consultants Olexandra Baklanova and Yavhen Hlebovitsky, Public Information Manager Vitaliy Yanyuk conducted several meetings with UCEQA management and PR staff (August 16 and 21, September 25 and 27). As a result of these meetings, a slogan was developed for external testing. Also, the group decided to print outreach materials with USETI support for all registered test takers in the form of a brochure that will also serve as the first edition of the USETI supported newsletter.

**Public Monitoring TOT for NGOs.** On September 25 USETI hosted a Training of Trainers (TOT) for 25 representatives of NGOs from all geographic regions of Ukraine to train them in the criteria for public monitoring of testing systems. This is the first of a series of 2 trainings to take place annually and focused on what external testing is, the testing system in Ukraine and how to deliver feedback. The follow-on training will take place in the spring. The representatives will host trainings in their home cities for representatives of local NGOs in their regions throughout October and November.

### **Component 5: Test Preparation**

**Technical Assistance (TA) delivered – Drafting Preparation Materials.** USETI Consultant Mark Zelman worked with UCEQA subject specialists August 7 through 27 to review preparation materials from the past and assisted in drafting new materials for mathematics, Ukrainian language and literature, world and Ukrainian history, physics and biology.

## **Component 6: Admissions Policy**

**33<sup>rd</sup> IAEA Conference “Interdependence of National Assessment Systems and Education Standards” in Azerbaijan.** On September 17 through 22 UCEQA First Deputy Director Vadym Karandiy, Director of Vinnytsya RCEQA, Hennadiy Kuzmenko, and Serhiy Rakov, presently the Adviser to the UCEQA Director for Research and Development, and Testing Development Manager Olena Kotsur attended The 33<sup>rd</sup> IAEA Conference “Interdependence of National Assessment Systems and Education Standards” in Azerbaijan.

### **1.2 Reports and Deliverables Completed and Submitted to USAID**

Deliverables:

- MCC-TCP Component 5 Draft Implementation Plan submitted August 17, 2007
- Performance Monitoring and Evaluations Plan, submitted August 20, 2007

Other Reports:

- Weekly Updates on Project Activities sent to MCC-TCP Coordinator and CTO: August 13 and 29; and September 7, 21 and 28.
- Consultant Update, with summarized reports of consultants sent to MCC-TCP Coordinator and CTO September 7, 2007.

### **1.3 Variances from Work plan**

All items described below involve time shifts conditioned by factors completely or largely external to USETI. Numbers refer to specific tasks in the USETI Work plan (see Annex 1). None of the issues described are close to critical. Some are problems only in that they require shifts in project operational planning.

#### **1.3.1 Certain assessment and training activities shifted in time**

##### *1.3b Train UCEQA IT group in data analysis and psychometrics*

The trainings for this activity will take place in October due to consultant schedules and UCEQA specialists' availability.

##### *1.3c Establish UCEQA item bank and develop management system*

The trainings and consultancy for this activity will take place in October due to consultant schedules and UCEQA specialists' availability.

##### *1.3d Train UCEQA and regional centers in logistics and test administration*

This training has been moved to October.

##### *1.4a Develop UCEQA procedures and materials for test development, administration, scoring, analysis and reporting*

Work on manuals will begin in October due to consultant schedule.

##### *2.1 b Train UCEQA in security of test operations*

This activity has been re-scheduled to November due to consultant schedule.

##### *2.4a Develop, administer and analyze customer satisfaction surveys: 3. Parents and Teachers; 5. Scorers surveyed; 6.Proctors*



Due to logistical issues the surveys for these groups will take place in October.

*4.2a Guide educators and GOU officials to become public advocates for external testing as a criterion for university admissions: 1. High Level Round Tables (Also 6.1a: 1)*

The High Level Round Table scheduled for September has been moved to October due to the pre-term parliamentary elections.

*6.1 b Establish working group for stakeholders to propose new strategies: 1. Establish Working group and 2. Working group meetings*

There is a delay in establishing an actual working group although meetings with necessary individuals at MOES and USETI consultants have taken place. The Working Group should be established by October.

### **1.3.2 Significant legislative development activities delayed due to dissolving of Parliament**

*3.1 b Draft Legislation on codifying Requirements for University Admissions: 3. Support amending existing laws.*

The Parliament of Ukraine has been dismissed and therefore such support has not been possible. Support will begin in Q3 after Parliamentary elections are held on September 30, 2007.

*3.2b Draft Legislation on Legal Sanctions for Security Violations: 3. Support amending existing laws.*

The Parliament of Ukraine has been dismissed and therefore such support has not been possible. Support will begin in Q3 after Parliamentary elections are held on September 30, 2007.

*3.2c Draft Legislation on Sustainable Funding for New Testing System: 3. Support amending existing laws.*

The Parliament of Ukraine has been dismissed and therefore such support has not been possible. Support will begin in Q3 after Parliamentary elections are held on September 30, 2007.

## **2. Activities Completed**

See attached Annex 1 for USETI activities, per Work plan, completed in Quarter 2 of the project.

## **3. Upcoming Activities**

In Quarter 3 activities in support of all components of USETI will be implemented. Training workshops and site visits will be conducted for the Ukrainian Center for Education Quality Assessment (UCEQA) and the Regional Centers for Education Quality Assessment (RCEQA) to support institutional capacity building, test security, psychometrics and item banking, and the development of test preparation materials; surveys will be conducted to identify potential threats to security; public information materials will be developed and distributed, the legislative development working group will be established and will begin work on drafting necessary legislation; high-level and regional round tables will be held to address the use of testing in admissions; trainings in public monitoring will take place in each region; town hall meetings to disseminate information on testing will be held nation-wide; and UCEQA and RCEQA staff will travel to Poland on a study tour.

The following activities are the major activities that will take place in Quarter 3 of the project. Not all upcoming activities are represented here.

| <b>USETI Activities in Quarter 3</b>   | <b>Date</b>                                   | <b>Comment</b>     |
|--|---|--------------------|
| Component 1:   |   |                    |
| <ul style="list-style-type: none"> <li>▪ Consultant workshops on articulating the role of UCEQA and RCEQAs</li> <li>▪ UCEQA Study Tour to Poland</li> <li>▪ Test Development Working Group Guidelines developed</li> </ul> | <p>October</p> <p>December</p> <p>October</p> | Moved from October |

| <b>USETI Activities in Quarter 3</b>   | <b>Date</b>   | <b>Comment</b> |
|--|---|----------------|
| <ul style="list-style-type: none"> <li>▪ Test Development workshops</li> <li>▪ Workshop in standardized test administration</li> <li>▪ Workshops on psychometrics and item banking</li> </ul>  | <p>October<br/>October<br/>October</p>                  |                |
| <p>Component 2:</p> <ul style="list-style-type: none"> <li>▪ Workshops in security in test administration, Logistics and data management</li> <li>▪ Workshop enhancing protection of test taker identity</li> </ul>  | <p>October,<br/>November,<br/>December<br/>December</p> |                |
| <ul style="list-style-type: none"> <li>▪ Training in secure printing of test booklets</li> </ul>   | December  |                |
| <ul style="list-style-type: none"> <li>▪ Training of NGO in survey development and analysis</li> </ul>   | October   |                |
| <ul style="list-style-type: none"> <li>▪ Surveys of parents, teachers, proctors and scorers</li> </ul>   | October   |                |
| <p>Component 3:</p> <ul style="list-style-type: none"> <li>▪ Legislative development working group Established</li> </ul>  | October   |                |
| <p>Component 4:</p> <ul style="list-style-type: none"> <li>▪ Newsletter developed and distributed</li> <li>▪ High-level round tables on use of testing (educators and GOU)</li> <li>▪ Trainings for media representatives for monitoring testing system</li> </ul> | <p>November<br/>October<br/><br/>November</p>           |                |
| <ul style="list-style-type: none"> <li>▪ Regional University Round Tables</li> </ul>   | October,<br>November                                    |                |
| <ul style="list-style-type: none"> <li>▪ Informational video and PSAs produced and aired</li> </ul>  | December  |                |
| <ul style="list-style-type: none"> <li>▪ Town Hall meetings facilitator training and meetings held</li> </ul>  | November,<br>December                                   |                |
| <p>Component 5:</p> <ul style="list-style-type: none"> <li>▪ Trainings in developing preparation materials</li> </ul>  | October,<br>November,<br>December                       |                |
| <p>Component 6:</p> <ul style="list-style-type: none"> <li>▪ High Level and Regional University Round Tables</li> <li>▪ University Admissions Policy Reform Group established</li> </ul>   | October,<br>November,<br>December<br>October            |                |

### Annex I: Status of Activities of Tasks

| USETI Quarter 2 Report - Annex 1: Status of Activities of Tasks   |  |      |        |           |  |
|---|--|------|--------|-----------|--|
| Expected Result   | Activities   | Q2   |        |           | End-of-project target  |
|   |  | July | August | September |  |
| <b>Approval of MCC-TCP Implementation plan for TCP Component 5</b>  |  |      |        |           |  |
| 1.0a TCP Component 5 Working group meetings   | 1. Regular meetings with TCP Working Group   | X    | X      |           | Regular meetings were held   |
| 1.0b Draft TCP Implementation plan  | 1. USETI drafts initial document   |      |        |           | Initial documents drafted and revised, further revisions necessary<br>Recommendations and revisions ongoing.                               |
|   | 2. Working Group makes recommendations and revisions   | X    | X      |           |  |
| 1.0c Submit plan for approval to USAID, MCC TCP Coordinator   | 1. Submit first draft for comments   | X    | X      |           | First draft was submitted, further revision necessary.<br>Final Draft Submitted August 17, Plan approved September 20.                     |
|   | 2. Submit final draft for approval   |      | X      | X         |  |
| <b>Component 1: Build the capacity of UCEQA and regional testing centers to develop, implement and conduct standardized tests</b>                       |  |      |        |           |  |
| <b>Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers</b>  |  |      |        |           |  |
| 1.1a Articulate roles & responsibilities of UCEQA & regional test centers   | 1. Site visits to UCEQA and regional centers   | X    |        |           | Site visits began in May and continued in July and August.<br>Reports submitted and Paper produced.<br>To begin in Q3<br>Scheduled for Q3. |
|   | 2. Situation analysis and report   |      | X      |           |  |
|   | 3. Hold workshops with UCEQA and RC's  |      |        |           |  |
|   | 4. Study tour to Poland  |      |        |           |  |
| <b>Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools</b> |  |      |        |           |  |
| 1.2a Establish UCEQA working group of test developers in all subject areas  | 1. Site visits to UCEQA and regional centers   | X    | X      |           | Site visits began in May and continued in July and August.<br>Reports submitted and paper produced<br>To begin in Q3.                      |
|   | 2. Situation analysis and report   |      | X      |           |  |
|   | 3. Develop test development working group guidelines which clearly establish composition and member responsibilities |      |        |           |  |
| <b>Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security)</b>        |  |      |        |           |  |
| 1.3a UCEQA working group of test developers trained in test development   | 1. Test Development workshops  |      |        |           | To begin in Q3.<br>To begin in Q3.   |
|   | 2. Support construction of tests in all subjects   |      |        |           |  |
| 1.3b Train UCEQA IT group in data analysis & psychometrics  | 1. Hold workshop in psychometrics for data analysts  |      |        | X         | Re-scheduled for Q3.<br>Rescheduled to begin in Q3.  |
|   | 2. Support data analysis and reporting   | X    |        |           |  |
| 1.3c Establish UCEQA item bank & develop management system  | 1. Workshop on item banking models   |      |        | X         | Rescheduled to begin in Q3.<br>Rescheduled to begin in Q3.   |
|   | 2. Develop and support item banking  |      |        |           |  |
| 1.3d Train UCEQA & regional centers in logistics & test administration to handle major expansion  | 1. Hold workshops in standardized test administration  |      |        | X         | Rescheduled to begin in Q3.<br>To begin in Q4.<br>To begin in Q4.  |
|   | 2. Advise on test administration   |      |        |           |  |
|   | 3. Develop proctor training video  |      |        |           |  |
| 1.3e Train UCEQA in scoring objective & open-ended items & reporting  | 1. Workshop on scoring training procedures   |      |        |           | To begin in Q4.  |

**USETI Quarter 2 Report - Annex 1: Status of Activities of Tasks**

| Expected Result   | Activities   | Q2   |        |           | End-of-project target  |
|---|--|------|--------|-----------|--|
|   |  | July | August | September |  |
|   |  |      |        |           |  |
|   | 2. Workshop on scoring procedures  |      |        |           | To begin in Q4.  |
| <b>Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future</b>                          |  |      |        |           |  |
| 1.4a  | Develop UCEQA procedures & materials for test development, administration, scoring, analysis & reporting |      |        |           | Capacity & materials exists within UCEQA for delivering training & sustaining operations for all subjects & expanded testing |
|   | 1. Support Test Development Manual   |      |        | x         | To begin in Q3   |
|   | 2. Support Item Writing Manual   |      |        | x         | To begin in Q3   |
|   | 3. Support Test Administration Manual  |      |        | x         | To begin in Q3   |
|   | 4. Support Test Scoring, Analysis Manual   |      |        | x         | To begin in Q3   |
| <b>Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics</b> |  |      |        |           |  |
| 1.5a  | Establish working group & hold meetings for developing graduate curriculum in psychometrics              |      |        |           | Group of decisionmakers formed for developing action plan to implement graduate program in psychometrics                     |
|   | 1. Establish Working Group in developing an MA program in psychometrics                                  |      |        |           | To begin in Q3.  |
|   | 2. Hold workshop on development of MA program in psychometrics   |      |        |           | To begin in Q3.  |
| 1.5b  | Action plan & development of graduate level curriculum in psychometrics for universities                 |      |        |           | Action plan & curriculum for implementing a psychometrics program developed  |
|   | 1. Work on Action Plan   |      |        |           | To begin in Q3.  |
|   | 2. Universities identified   |      |        |           | To begin in Q3.  |
| <b>Component 2: Establish effective security systems for all testing processes</b>  |  |      |        |           |  |
| <b>Activity 2.1: Strengthen system protecting identity of test takers and testing processes including results data storage</b>                              |  |      |        |           |  |
| 2.1a  | Introduce UCEQA to international methods of test security  |      |        |           | Exposure of UCEQA staff to internationally-used methods of test security   |
|   | 1. Hold workshops in data management, use of multiple test forms, etc. for test security                 |      |        |           | To begin in Q3.  |
| 2.1b  | Train UCEQA in security of testing operations  |      |        |           | Systems created for test security with logistics & administration procedures, psychometrics, and IT data management          |
|   | 1. Workshops on test security in logistics, administration and data management                           | x    |        | x         | Re-Scheduled to begin in Q3.   |
|   | 2. Support use of systems for test security  |      |        |           | To begin in Q4.  |
| 2.1c  | Enhance system protecting identity of test takers  |      |        |           | Improved and reliable systems implemented and maintained by UCEQA IT group for protecting identity of test takers            |
|   | 1. Review current system to protect identity of test takers  |      |        |           | To begin in Q3.  |
|   | 2. Propose revisions to system protecting identity   |      |        |           | To begin in Q3.  |
|   | 3. Workshop on implementing a secure system to protect identity  |      |        |           | To begin in Q3.  |
| <b>Activity 2.2: Install surveillance cameras inside test centers</b>   |  |      |        |           |  |
| 2.2a  | Implement pilot for selective use of mobile surveillance cameras inside test sites                       |      |        |           | Mobile surveillance cameras will be piloted inside selected test sites   |
|   | 1. Develop plan for pilot  |      |        |           | To begin in Q4.  |
|   | 2. Procure cameras   |      |        |           | To begin in Q4.  |
|   | 3. Train RC staff in installation and use  |      |        |           | To begin in Q4.  |
|   | 4. Install pilot security equipment in test facilities   |      |        |           | To begin in Q4.  |
| <b>Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process</b>         |  |      |        |           |  |
| 2.3a  | Adopt and implement system for secure printing of test booklets  |      |        |           | Public will have direct access to viewing inside test printing facilities via cameras, videotaping & monitors                |
|   | 1. Review of current printing facilities   |      |        |           | To begin in Q3.  |
|   | 2. Make recommendations on increasing security   |      |        |           | To begin in Q3.  |
|   | 3. Train UCEQA staff in secure printing methods  |      |        |           | To begin in Q3.  |

**USETI Quarter 2 Report - Annex 1: Status of Activities of Tasks**

| Expected Result   | Activities  | Q2   |        |           | End-of-project target  |
|---|---|------|--------|-----------|--|
|   |   | July | August | September |  |
| 2.3b Implement system for secure test centers through outside viewing   | 1. Analyze security of outside viewing<br>2. Make recommendations on use of outside viewing   |      |        |           | To begin in Q3.<br>To begin in Q3.<br>Public will have direct access to outside viewing of testing inside centers  |
| <b>Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents</b>                                |   |      |        |           |  |
| 2.4a Develop, administer and analyze customer satisfaction surveys  | 1. Develop/revise customer satisfaction surveys<br>2. Survey test takers<br>3. Survey parents and teachers<br>4. Survey public<br>5. Survey scorers<br>6. Survey proctors |      |        | X<br>X    | Surveys developed and review of surveys will proceed in future.<br>Test takers surveyed directly by UCEQA.<br>Rescheduled to begin in Q3<br>To begin Q4.<br>Rescheduled to begin in Q3.<br>To begin in Q3.<br>Customer satisfaction surveys conducted & analyzed   |
| 2.4b Train local NGOs in developing & administering customer satisfaction surveys to students, parents & teachers                         | 1. On the ground training of TTC in survey development and analysis<br>2. Remote training of development and analysis   |      |        |           | To continue in Q3.<br>Consultant Camrin Christensen had worked with TTC via e-mail.<br>Increased capacity of NGOs to develop, conduct & analyze customer satisfaction surveys across expanded testing program  |
| <b>Component 3: Develop legal and normative bases necessary for effective functioning of external testing and university admissions</b>   |   |      |        |           |  |
| <b>Activity 3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions</b>                |   |      |        |           |  |
| 3.1a Establish working group on higher education, comprised of parliamentarians, educators, NGO's and other stakeholders                  | 1. Create working group (with IRF and UCEQA reps)<br>2. Hold group meetings on legal issues<br>3. Hold workshops on legal issues relating to testing and admissions       | X    | X      |           | Initial meetings with necessary decision makers need further follow on.<br>To begin in Q3.<br>To begin in Q3.<br>Working group on higher education for codifying requirements for university admissions established and holding meetings                           |
| 3.1b Draft legislation on codifying requirements for university admissions  | 1. Analyze current acts<br>2. Support follow-up to stakeholders on legal issues<br>3. Support amending existing laws and normative acts                                   | X    | X      | X         | Analysis begun and continues.<br>Initial engagement of stakeholders has begun and continues.MOES Decree No. 607 issued 13 July 2007<br>To begin in Q3.<br>Legislation drafted and ready for adoption by parliament   |
| 3.2b Draft legislation on legal sanctions for security violations   | 1. Analyze current acts<br>2. Support follow-up to stakeholders on legal issues<br>3. Support amending existing laws and normative acts                                   | X    | X      | X         | Analysis begun and continues.<br>Initial engagement of stakeholders has begun and continues.<br>To begin in Q3.<br>Legislation drafted and ready for adoption by parliament  |
| 3.2c Draft legislation on sustainable funding for new testing system  | 1. Analyze current acts<br>2. Support follow-up to stakeholders on legal issues<br>3. Support amending existing laws and normative acts                                   | X    | X      | X         | Analysis begun and continues.<br>Initial engagement of stakeholders has begun and continues.<br>To begin in Q3.<br>Legislation drafted and ready for adoption by parliament  |
| <b>Component 4: Increase public support for external standardized testing as means of combating corruption associated with admissions</b> |   |      |        |           |  |
| <b>Activity 4.1: Inform and educate media about the performance of USETI</b>  |   |      |        |           |  |
| 4.1a Conduct nationwide media campaigns - ongoing   | 1. USETI Kick-off event<br>2. Message development<br>3. Media monitoring<br>4. Trouble-shooting   | X    | X      | X         | Project launch held June 22, 2007.<br>Slogan Developed<br>Monitoring takes place regularly and monthly reports available.<br>Regular trouble-shooting.<br>Through regular monitoring and contacts with the media the public is well informed about testing issues. |

**USETI Quarter 2 Report - Annex 1: Status of Activities of Tasks**

| Expected Result   | Activities  | Q2   |        |           | End-of-project target  |
|---|---|------|--------|-----------|--|
|   |   | July | August | September |  |
| <b>4.1b Improve, expand and make available Informational materials from UCEQA</b>   |   |      |        |           | Improved & expanded informational materials available; website created & visited<br><br>Initial review of web-site and hand-outs completed.<br>Joint web-site and new materials planned<br>To begin Q4.<br><br>Content of newsletter developed<br>To begin Q3.<br>To begin Q3. |
|   | 1. Review existing material   | x    |        |           |  |
|   | 2. Recommend changes to existing material   |      | x      | x         |  |
|   | 3. Print revised material in limited quantity   |      |        |           |  |
|   | 4. Develop newsletter for test takers and parents (on-line and printed for rural areas)                     |      | x      | x         |  |
|   | 5. Produce newsletter for test takers (on-line and print for rural areas)                                   |      |        |           |  |
|   | 6. Training for UCEQA and RC PR staff   |      |        |           |  |
| <b>4.1c Train media on educational testing issues, anti-corruption strategies &amp; role of public monitoring</b>   |   |      |        |           | Key media representatives trained & regularly reporting on results from testing initiatives<br><br>To begin Q3.  |
|   | 1. One day trainings in Kyiv for media representatives from each region                                     |      |        |           |  |
| <b>Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages</b>  |   |      |        |           |  |
| <b>4.2a Guide educators &amp; GOU officials to become public advocates for external testing as a criterion for university admissions</b>                        |   |      |        |           | Rescheduled to begin Q3<br>To begin Q3.<br><br>Rescheduled to begin Q3   |
|   | 1. High level Round Tables  |      |        | X         |  |
|   | 2. Annual university regional round tables  |      |        |           |  |
|   | 3. Media coverage of events   |      |        | X         |  |
| <b>4.2b Produce and assure airing of informational videos on testing</b>  |   |      |        |           | To begin Q3.<br>To begin Q4.<br>To begin Q3.<br>To begin Q4.   |
|   | 1. Produce informational video  |      |        |           |  |
|   | 2. Information video finished and aired   |      |        |           |  |
|   | 3. Produce Public Service Announcement (PSA)  |      |        |           |  |
|   | 4. PSA produced and aired   |      |        |           |  |
| <b>Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions</b>        |   |      |        |           |  |
| <b>4.3a Train NGO representatives in public monitoring of testing process; conducting monitoring</b>  |   |      |        |           | Training of trainers September 25<br>Regional trainings will take place primarily Q3   |
|   | 1. Train one representative from each administrative region   |      |        | X         |  |
|   | 2. NGO trains regional representatives in each region   |      |        | X         |  |
| <b>4.3b Train facilitators in holding town meetings on external testing for university admissions; conducting meetings</b>                                      |   |      |        |           | To begin Q3.<br>To begin Q3.   |
|   | 1. Training workshop for facilitators   |      |        |           |  |
|   | 2. Town meetings  |      |        |           |  |
| <b>Component 5: Ensure equitable access to test preparation</b>   |   |      |        |           |  |
| <b>Activity 5.1: Develop and make available test training courses and training materials at an affordable cost; create revenue generating model for UCEQA</b>   |   |      |        |           |  |
| <b>5.1a Make available test preparation materials developed to test-takers directly (incl. internet) &amp; via schools</b>                                      |   |      |        |           | Consultant Mark Zelman worked with UCEQA<br>To begin Q4.<br>To begin Q4.   |
|   | 1. Site visits to prepare to assist UCEQA develop strategy for delivering materials directly to test takers | X    |        |           |  |
|   | 2. Conduct workshop to develop strategy and test preparation materials                                      |      |        |           |  |
|   | 3. Support creation of test preparation materials and guides  |      |        |           |  |
| <b>5.1b Develop model for producing &amp; distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA</b> |   |      |        |           | UCEQA-led system of licensing developed, with provisions for test item release & guidelines for production of  |



**USETI Quarter 2 Report - Annex 1: Status of Activities of Tasks**

| Expected Result   | Activities  | Q2   |        |           | End-of-project target  |  |
|---|---|------|--------|-----------|--|--|
|   |   | July | August | September |  |  |
|   | 1. Working group developed in developing materials and model<br>2. Model developed for UCEQA licensing<br>3. Model developed for revenue generation                               |      |        |           | To begin Q3.<br>To begin Y2:Q4.<br>To being Y2: Q4.  | quality materials; system to generate revenue  |
| <b>5.1c Develop plan for providing test preparation training and training courses for use in 25 UCEQA educational training centers</b>  |   |      |        |           |  | Plan and guidelines developed for using 30 UCEQA educational training centers to provide test preparation courses & materials to test-takers     |
|   | 1. Model developed<br>2. Trainings developed<br>3. Training of UCEQA staff in carrying out training<br>4. Revisions made if necessary   |      |        |           | To begin Q3.<br>To begin Q3.<br>To begin Q4.<br>To begin Y2:Q3.  |  |
| <b>Component 6: Begin elaboration and lay groundwork for establishing of transparent and equitable university admissions procedures</b>                                       |   |      |        |           |  |  |
| <b>Activity 6.1: Plan for reforming university admission process elaborating all aspects of process, e.g., collection and ranking of test scores, other criteria, appeals</b> |   |      |        |           |  |  |
| <b>6.1a Introduce stakeholders to a variety of international models for higher ed.admissions</b>  |   |      |        |           |  | Stakeholders have a clear view of various models for student admissions & understand the advantages & disadvantages of these alternative systems |
|   | 1. High level Round Tables<br>2. Annual university Regional round tables<br>3. Stakeholder participation in assessment conference in Azerbaijan<br>4. Study tour to United States |      |        | X         | Rescheduled to begin Q3.<br>To begin Q3.<br>UCEQA staff participated September 17 - 21<br>To begin Q3. |  |
| <b>6.1b Establish working group of stakeholders to propose new strategies</b>   |   |      |        |           |  | Working group is formulated that will address new admissions process & role of testing   |
|   | 1. Establish working group<br>2. Working group meetings<br>3. Support development of policy on admissions procedures  |      | X      | X         | Rescheduled to begin Q3.<br>Rescheduled to begin Q3.<br>Rescheduled to begin Q3.                       |  |
| <b>6.1c Stakeholders develop admissions reform criteria that incorporates test scores</b>   |   |      |        |           |  | Stakeholders use international information, adapted to local context, to develop a strategy for Ukrainian higher ed.                             |
|   | 1. Solicit priorities from Universities<br>2. Working group recommends criteria for admissions reform   |      |        |           | To begin Q3.<br>To begin Q4.   |  |
| <b>Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms</b>                       |   |      |        |           |  |  |
| <b>6.2a Stakeholders develop admissions reform strategy that incorporates test scores</b>   |   |      |        |           |  | Stakeholders use international information to develop an operational management plan for higher ed. in Ukraine                                   |
|   | 1. Working Group makes recommendations based on new strategy<br>2. Recommendations from Working Group presented to Universities   |      |        |           | To begin Y2:Q2.<br>To begin Y2:Q3.   |  |
| <b>6.2b Conduct symposium on strategy, implementation &amp; management of new university admission procedures</b>   |   |      |        |           |  | Strategic & operational plans presented to a wider circle of stakeholders & amended  |
|   | 1. Policy developed by Working Group<br>2. Hold Symposium to present proposed policy  |      |        |           | To begin Y2:Q3.<br>To begin Y2:Q3.   |  |

## Annex 2: Status of Overall Project Progress

| USETI Quarter 2 Report - Annex 2: Status of Overall Project Progress  |  |  |  |
|---|--|--|--|
| Expected Result   | Activities   | Progress   | End-of-project target  |
| <b>Approval of MCC-TCP Implementation plan for TCP Component 5</b>  |  |  |  |
| 1.0a  | TCP Component 5 Working group meetings   | Meetings continued through August 2007.                        | MCC-TCP Implementation plan approved by TCP Executive Board and MCC  |
| 1.0b  | Draft TCP Implementation plan  | Revisions continued through August 2007.                       |  |
| 1.0c  | Submit plan for approval to USAID, MCC TCP Coordinator   | Plan submitted August 17, 2007 and Approved September 20, 2007 |  |
| <b>Component 1: Build the capacity of UCEQA and regional testing centers to develop, implement and conduct standardized tests</b>                           |  |  |  |
| <b>Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers</b>  |  |  |  |
| 1.1a  | Articulate roles & responsibilities of UCEQA & regional test centers                                     | Assessment of sites begun and paper developed.                 | Roles and responsibilities of UCEQA and regional centers established, with standardized procedures                           |
| <b>Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools</b>     |  |  |  |
| 1.2a  | Establish UCEQA working group of test developers in all subject areas                                    | Assessment of capacity begun and paper developed.              | Working groups established in sufficient numbers, with TORs  |
| <b>Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security)</b>            |  |  |  |
| 1.3a  | UCEQA working group of test developers trained in test development                                       | To begin in Q3.  | Independent capacity of UCEQA test developers in test construction, including use of modern psychometrics                    |
| 1.3b  | Train UCEQA IT group in data analysis & psychometrics  | Rescheduled to begin Q3  | (calibration, scaling & equating)  |
| 1.3c  | Establish UCEQA item bank & develop management system  | Rescheduled to begin Q3  | Functional system of item banking managed by UCEQA staff   |
| 1.3d  | Train UCEQA & regional centers in logistics & test administration to handle major expansion              | Rescheduled to begin Q3  | Independent capacity of UCEQA to handle logistics & test administration of expanded operations                               |
| 1.3e  | Train UCEQA in scoring objective & open-ended items & score reporting                                    | To begin in Q4.  | Independent capacity of UCEQA to handle scoring & score reporting for a large volume of tests & test takers                  |
| <b>Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future</b>                          |  |  |  |
| 1.4a  | Develop UCEQA procedures & materials for test development, administration, scoring, analysis & reporting | Rescheduled to begin Q3  | Capacity & materials exists within UCEQA for delivering training & sustaining operations for all subjects & expanded testing |
| <b>Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics</b> |  |  |  |
| 1.5a  | Establish working group & hold meetings for developing graduate curriculum in psychometrics              | To begin in Q3.  | Group of decision makers formed for developing action plan to implement graduate program in psychometrics                    |
| 1.5b  | Action plan & development of graduate level curriculum in psychometrics for universities                 | To begin in Q3.  | Action plan & curriculum for implementing a psychometrics program developed  |



**USETI Quarter 2 Report - Annex 2: Status of Overall Project Progress**

| Expected Result   | Activities   | Progress   | End-of-project target   |
|---|--|--|---|
| <b>Component 2: Establish effective security systems for all testing processes</b>  |  |  |   |
| <b>Activity 2.1: Strengthen system protecting identity of test takers and testing processes including results data storage</b>                      |  |  |   |
|   | 2.1a Introduce UCEQA to international methods of test security   | To begin in Q3.  | Exposure of UCEQA staff to internationally-used methods of test security  |
|   | 2.1b Train UCEQA in security of testing operations   | Rescheduled to begin Q3  | Systems created for test security with logistics & administration procedures, psychometrics, and IT data management     |
|   | 2.1c Enhance system protecting identity of test takers   | To begin in Q3.  | Improved and reliable systems implemented and maintained by UCEQA IT group for protecting identity of test takers       |
| <b>Activity 2.2: Install surveillance cameras inside test centers</b>   |  |  |   |
|   | 2.2a Implement pilot for selective use of mobile surveillance cameras inside test sites                                  | To begin in Q4.  | Mobile surveillance cameras will be piloted inside selected test sites  |
| <b>Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process</b> |  |  |   |
|   | 2.3a Adopt and implement system for secure printing of test booklets   | To begin in Q3.  | Public will have direct access to viewing inside test printing facilities via cameras, videotaping & monitors           |
|   | 2.3b Implement system for secure test centers through outside viewing  | To begin in Q3.  | Public will have direct access to outside viewing of testing inside centers   |
| <b>Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents</b>  |  |  |   |
|   | 2.4a Develop, administer and analyze customer satisfaction surveys   | First surveys developed and conducted.                                   | Customer satisfaction surveys conducted & analyzed  |
|   | 2.4b Train local NGOs in developing & administering customer satisfaction surveys to students, parents & teachers        | First training completed June, 2007 - further training scheduled for Q3. | Increased capacity of NGOs to develop, conduct & analyze customer satisfaction surveys across expanded testing program  |
| <b>Component 3: Develop legal and normative bases necessary for effective</b>   |  |  |   |
| <b>Activity 3.1: Draft amendments to existing laws and normative acts codifying requirements for university admissions</b>                          |  |  |   |
|   | 3.1a Establish working group on higher education, comprised of parliamentarians, educators, NGO's and other stakeholders | Initial meetings need further follow on, group to be established Q3.     | Working group on higher education for codifying requirements for university admissions established and holding meetings |
|   | 3.1b Draft legislation on codifying requirements for university admissions   | Analysis and engagement has begun and continues.                         | Legislation drafted and ready for adoption by parliament  |

| USETI Quarter 2 Report - Annex 2: Status of Overall Project Progress   |  |   |  |
|--|--|---|--|
| Expected Result  | Activities   | Progress  | End-of-project target  |
| 3.2b   | Draft legislation on legal sanctions for security violations   | Analysis and engagement has begun and continues.                                | Legislation drafted and ready for adoption by parliament   |
| 3.2c   | Draft legislation on sustainable funding for new testing system  | Analysis and engagement has begun and continues.                                | Legislation drafted and ready for adoption by parliament   |
| <b>Component 4: Increase public support for external standardized testing as means of combating corruption associated with admissions</b>                |  |   |  |
| <b>Activity 4.1: Inform and educate media about the performance of USETI</b>   |  |   |  |
| 4.1a   | Conduct nationwide media campaigns - ongoing   | Launch held June, 2007 and message development completed.                       | Through regular monitoring and contacts with the media the public is well informed about testing issues.   |
| 4.1b   | Improve, expand and make available Informational materials from UCEQA  | Review of existing materials completed and plans developed.                     | Improved & expanded informational materials available; website created & visited   |
| 4.1c   | Train media on educational testing issues, anti-corruption strategies & role of public monitoring                        | To begin Q3.  | Key media representatives trained & regularly reporting on results from testing initiatives  |
| <b>Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages</b>                                       |  |   |  |
| 4.2a   | Guide educators & GOU officials to become public advocates for external testing as a criterion for university admissions | Rescheduled to begin Q3   | Advocacy and regular working group meetings to help forge consensus on key issues regarding testing  |
| 4.2b   | Produce and assure airing of informational videos on testing   | To begin Q3.  | Wide availability of media products leading to public understanding of link between testing & anti-corruption  |
| <b>Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions</b> |  |   |  |
| 4.3a   | Train NGO representatives in public monitoring of testing process; conducting monitoring                                 | Training of trainers September 26, 2007 and regional trainings to take place Q3 | NGO representatives trained on conducting public monitoring of testing and conducting further training and monitoring  |
| 4.3b   | Train facilitators in holding town meetings on external testing for university admissions; conducting meetings           | To begin Q3.  | Facilitators training on holding town meetings about linkages between external testing and anti-corruption and holding Town Meetings to educate test takers and public |

| USETI Quarter 2 Report - Annex 2: Status of Overall Project Progress  |  |                         |   |
|---|--|-------------------------|---|
| Expected Result   | Activities   | Progress                | End-of-project target   |
| <b>Component 5: Ensure equitable access to test preparation</b>   |  |                         |   |
| <b>Activity 5.1: Develop and make available test training courses and training materials at an affordable cost; create revenue generating model for UCEQA</b>                 |  |                         |   |
|   | 5.1a Make available test preparation materials developed to test-takers directly (incl. internet) & via schools                                      | To begin Q2.            | UCEQA-developed enhanced materials for all subjects and made available to each registered test-taker (directly & via schools)                               |
|   | 5.1b Develop model for producing & distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA | To begin Q3.            | UCEQA-led system of licensing developed, with provisions for test item release & guidelines for production of quality materials; system to generate revenue |
|   | 5.1c Develop plan for providing test preparation training and training courses for use in 25 UCEQA educational training centers                      | To begin Q3.            | Plan and guidelines developed for using 30 UCEQA educational training centers to provide test preparation courses & materials to test-takers                |
| <b>Component 6: Begin elaboration and lay groundwork for establishing of transparent and equitable university admissions procedures</b>                                       |  |                         |   |
| <b>Activity 6.1: Plan for reforming university admission process elaborating all aspects of process, e.g., collection and ranking of test scores, other criteria, appeals</b> |  |                         |   |
|   | 6.1a Introduce stakeholders to a variety of international models for higher ed. admissions   | To begin Q2.            | Stakeholders have a clear view of various models for student admissions & understand the advantages & disadvantages of these alternative systems            |
|   | 6.1b Establish working group of stakeholders to propose new strategies   | Rescheduled to begin Q3 | Working group is formulated that will address new admissions process & role of testing  |
|   | 6.1c Stakeholders develop admissions reform criteria that incorporates test scores   | To begin Q3.            | Stakeholders use international information, adapted to local context, to develop a strategy for Ukrainian higher ed.  |
| <b>Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms</b>                       |  |                         |   |
|   | 6.2a Stakeholders develop admissions reform strategy that incorporates test scores   | To begin Y2.            | Stakeholders use international information to develop an operational management plan for higher ed. in Ukraine  |
|   | 6.2b Conduct symposium on strategy, implementation & management of new university admission procedures   | To begin Y2.            | Strategic & operational plans presented to a wider circle of stakeholders & amended   |

### Annex 3: MCC Reporting Indicators

#### Component 5/UCEQA - MCC Reporting Indicators

| Expected result  | Performance Indicator Name                                 | Target    | Baseline as of Jan '07 | FY:     | 07      | 07   | 08  | 08  | 08      | 08  | 09  | 09  | Notes  |
|--|--|-----------|------------------------|---------|---------|------|-----|-----|---------|-----|-----|-----|--|
|  |  |           |                        | Quarter | Q3*     | Q4   | Q1  | Q2  | Q3      | Q4  | Q1  | Q2  |  |
| 5. Student body prepared for standardized testing techniques | % test takers that received preparation materials directly | 100%      | 10%                    | Target  | N/A     | N/A  | N/A | N/A | 60      | N/A | N/A | N/A | Percentage of test takers that will receive test materials in each testing year. Distribution will take place in quarters preceding testing; reporting will be based on test takers as determined in Q3 when testing takes place. Estimated number distributed in Q3 of 2009 which is beyond the project life is 100%. |
|  |  |           |                        | Actual  | N/A     |      |     |     |         |     |     |     |  |
| 5. Question bank developed and adequately populated          | # of items developed                                       | 800       | 0                      | Target  | N/A     | N/A  | 50  | 200 | 400     | 550 | 700 | 800 | Number of items expected to be developed by project end. 300 items have been developed but not banked yet.   |
|  |  |           |                        | Actual  | N/A     | 300* |     |     |         |     |     |     |  |
| 5. Tests securely administered                               | # tests securely administered                              | 1,500,000 | 82,000                 | Target  | 240,000 | N/A  | N/A | N/A | 800,000 | N/A | N/A | N/A | Testing takes place in FY Q3. Projected number of test takers in 2009, which is beyond the life of the project, is 1,500,000.  |
|  |  |           |                        | Actual  | 247,000 |      |     |     |         |     |     |     |  |

\*corresponds to USETI project Quarter 1.

### Annex 4: Performance Monitoring and Evaluation Chart

Goal: Introduce External Testing as a Mandatory Criterion for University Admissions, Thus Mitigating Corrupt Practices in Higher Education in Ukraine

*Note: MCC reporting indicators are shown in italics.*

| Expected Result  | Performance Indicator  | Methodology for Measurement         |                    |   | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project | Notes   |
|--|--|-------------------------------------|--------------------|---|----------|----|----|----|----|----|----|----|----|-----------------------|---|
|  |  | Data Source                         | Collection         | Responsible   |          |    |    |    |    |    |    |    |    |                       |   |
| <b>Component 1: Build Capacity of UCEQA and Regional Testing Centers to Develop, Implement and Conduct Standardized Tests</b>                    |  |                                     |                    |   |          |    |    |    |    |    |    |    |    |                       |   |
| Activity 1.1: Support MOES in organizational development of UCEQA and regional test centers  |  |                                     |                    |   |          |    |    |    |    |    |    |    |    |                       |   |
| a. Roles & responsibilities of UCEQA & regional test centers established   | Manual that articulates roles & responsibilities of UCEQA & regional centers and standardized procedures for operations produced | UCEQA Manual and consultant reports | Quarterly (Year 1) | Component 1 leader & senior testing consultant          | N/A      | No | No |    |    |    |    |    |    | Yes                   | 9 Regional Centers established in 2006, however roles & responsibilities of UCEQA & regional centers for testing unclear.   |
| Activity 1.2: Support UCEQA in establishing a working group of test developers including representatives from universities and secondary schools |  |                                     |                    |   |          |    |    |    |    |    |    |    |    |                       |   |
| a. UCEQA working group of test developers established in all subject areas   | # of subject-specific working groups established, with TORs  | UCEQA administrative records        | Quarterly (Year 1) | Component 1 leader & testing consultant                 | 6        | 6  | 11 |    |    |    |    |    |    | 13                    | Preliminary groups exist for subjects for which tests have been conducted; need to expand for full coverage.  |
| Activity 1.3: Train UCEQA in appropriate test development, testing and psychometric methodologies (also see component 2 on test security)        |  |                                     |                    |   |          |    |    |    |    |    |    |    |    |                       |   |
| a. UCEQA working group of test developers trained in test development methodologies, including modern psychometrics                              | % of UCEQA subject-specific test developers who demonstrate increased capacity for test development                              | Training records & reports          | Quarterly          | Component 1 leader, testing & psychometrics consultants | 5%       | 5% | 7% |    |    |    |    |    |    | 100%                  | UCEQA received minimal training, including basics of test construction. Subject-specific test development groups needs training in test development methods to forge independent capacity of UCEQA test developers. |
| b. UCEQA IT group trained in data analysis & psychometrics   | % of UCEQA IT group who demonstrate increased capacity for data analysis and psychometrics                                       | Training records & reports          | Quarterly          | Component 1 leader & psychometrics consultant           | 3%       | 3% | 3% |    |    |    |    |    |    | 100%                  | UCEQA IT group received minimal training but needs enhanced training in data analysis & psychometrics, esp. modern test theory to achieve independent capacity.   |
| c. UCEQA item bank established & management system developed   | % of item banking system developed   | Training records & reports          | Quarterly          | Component 1 leader & psychometrics consultant           | 0%       | 0% | 0% |    |    |    |    |    |    | 100%                  | UCEQA test development & IT groups need a functional item banking system, which to date has not been established and UCEQA staff needs training in managing the system.   |

| Expected Result  | Performance Indicator   | Methodology for Measurement                            |               |  | Baseline                             | Q1  | Q2   | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project | Notes  |
|--|---|--|---------------|--|--------------------------------------|-----|------|----|----|----|----|----|----|-----------------------|--|
|  |   | Data Source  | Collection    | Responsible  |                                      |     |      |    |    |    |    |    |    |                       |  |
|  | # of items developed and included in item bank  | USETI Reports  | Quarterly     | Component 1 leader & test development training consultants | 0                                    | 0   | 300* |    |    |    |    |    |    | 800                   | Number of items expected to be developed by project end and included in item bank. * 300 developed but not banked yet  |
| d. UCEQA & regional centers trained in logistics & test administration to handle major expansion   | % of UCEQA and regional centers who demonstrate independent capacity to handle logistics and test administration of expanded operations                       | Training records, reports & materials (manuals, video) | Quarterly     | Component 1 leader & testing consultant                    | TBD (after initial site visit)       | n/a | n/a  |    |    |    |    |    |    | 100%                  | UCEQA staff has some capacity but need training & support to handle expansion of tests & test takers to achieve independent capacity of UCEQA to handle logistics & test administration of expanded operations.                    |
| e. UCEQA trained in scoring objective & open-ended items & score reporting   | % of UCEQA and regional centers that demonstrate independent capacity to handle scoring and score reporting for expanded operations                           | Training records & reports                             | Quarterly     | Component 1 leader & testing consultant                    | TBD (after initial site visit)<br>0% | 0%  | 3%   |    |    |    |    |    |    | 100%                  | UCEQA has conducted scoring & score reporting in the pilot phase but capacity is limited. Training is needed to ensure independent capacity of UCEQA to handle scoring & score reporting for a large volume of tests & test takers |
| Activity 1.4: Create capacity within UCEQA to deliver training in test development, testing and psychometrics in the future                          |   |  |               |  |                                      |     |      |    |    |    |    |    |    |                       |  |
| a. UCEQA procedures & materials developed for test development, administration, scoring, analysis & reporting  | # of manuals that document UCEQA test development, administration, scoring, analysis & reporting procedures to be used for training and to sustain operations | UCEQA procedures & materials                           | Quarterly     | Component 1 leader; testing & psychometrics consultants    | 0                                    | 0   | 0    |    |    |    |    |    |    | 4                     | Some UCEQA training materials were developed, but specific manuals are necessary to increase capacity & materials that exist for delivering training & sustaining operations for all subjects & expanded testing                   |
| Activity 1.5: With MOES and UCEQA, establish partnerships with 2-3 leading pedagogical universities and develop graduate curriculum in psychometrics |   |  |               |  |                                      |     |      |    |    |    |    |    |    |                       |  |
| a. Working group established & holding meetings for developing graduate curriculum in  | # of meetings of Working Group  | Working group meeting minutes & reports                | Semi-annually | Component 1 leader & psychometrics consultant              | 0                                    | 0   | 0    |    |    |    |    |    |    | 3                     | Currently no organized planning underway for university based programs in psychometrics.   |

| Expected Result   | Performance Indicator   | Methodology for Measurement                              |               |   | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project                 | Notes  |
|---|---|--|---------------|---|----------|----|----|----|----|----|----|----|----|---------------------------------------|--|
|   |   | Data Source  | Collection    | Responsible                                   |          |    |    |    |    |    |    |    |    |                                       |  |
| psychometrics   |   |  |               |   |          |    |    |    |    |    |    |    |    |                                       |  |
| b. Action plan & development of graduate level curriculum in psychometrics for universities                             | % of action plan and curriculum developed   | Action plan & graduate level curriculum in psychometrics | Semi-annually | Component 1 leader & psychometrics consultant | 0%       | 0  | 0  |    |    |    |    |    |    | 100%                                  | No current plan exists for a psychometrics curriculum at the graduate level in universities.   |
| Component 2: Establish Effective Security Systems for All Testing Processes   |   |  |               |   |          |    |    |    |    |    |    |    |    |                                       |  |
| Activity 2.1: Strengthen system protecting identify of test takers and testing processes including results data storage |   |  |               |   |          |    |    |    |    |    |    |    |    |                                       |  |
| a. UCEQA introduced to international methods of test security   | % of UCEQA and regional center staff who demonstrate understanding of data management and psychometric methods to achieve security              | Training reports   | Quarterly     | Component 2 leader; testing & IT consultants  | 5%       | 5% | 5% |    |    |    |    |    |    | 100%                                  | Test developers & IT specialists are unfamiliar with other international methods to ensure test security, including data management and psychometric approaches.   |
| b. UCEQA trained in security of testing operations  | % of UCEQA and regional center staff who demonstrate increased understanding of test security in logistics, administration, and data management | Training reports   | Quarterly     | Component 2 leader; testing & IT consultants  | 5%       | 5% | 5% |    |    |    |    |    |    | 100%                                  | Current system for test security focuses on administration procedures. Training will lead to implementation of systems created for test security that address logistics, administration, and data management.            |
| c. System for protection of identity of test takers enhanced and UCEQA trained in its use                               | % of plan for secure system for protecting identity of test takers developed  | On-site system evaluations and training reports          | Quarterly     | Component 2 leader; testing & IT consultants  | 5%       | 5% | 5% |    |    |    |    |    |    | 100%                                  | Initial systems exist for securing test taker data; IT group needs training on new methods and an improved and reliable system to be implemented and maintained by UCEQA IT group for protecting identity of test takers |
| Activity 2.2: Install surveillance cameras inside test centers  |   |  |               |   |          |    |    |    |    |    |    |    |    |                                       |  |
| a. Pilot for selective use of mobile surveillance cameras inside test sites implemented                                 | # of mobile surveillance cameras procured and piloted inside selected test sites  | Field observations                                       | Semi-annually | Component 2 leader & testing consultant       | 0        | 0  | 0  |    |    |    |    |    |    | TBD (upon consultant recommendations) | No test surveillance equipment exists inside test sites. Mobile surveillance cameras will be piloted inside selected test sites  |

| Expected Result  | Performance Indicator   | Methodology for Measurement               |               |   | Baseline | Q1   | Q2   | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project                 | Notes  |
|--|---|---|---------------|---|----------|------|------|----|----|----|----|----|----|---------------------------------------|--|
|  |   | Data Source                               | Collection    | Responsible                             |          |      |      |    |    |    |    |    |    |                                       |  |
| Activity 2.3: Install electronic monitors inside printing facilities and outside test sites for external public oversight of testing process |   |   |               |   |          |      |      |    |    |    |    |    |    |                                       |  |
| a. System for secure printing of test booklets adopted & implemented   | # of surveillance cameras & electronic monitors installed & functional in printing facilities | Field observations                        | Semi-annually | Component 2 leader & testing consultant | 0        | 0    | 0    |    |    |    |    |    |    | TBD (upon consultant recommendations) | Currently printing facilities are not necessarily monitored through cameras.   |
| b. System implemented for secure test centers through outside viewing  | # of electronic monitors installed & functional outside test centers                          | Field observations                        | Semi-annually | Component 2 leader & testing consultant | 0        | 0    | 0    |    |    |    |    |    |    | TBD (upon consultant recommendations) | Public has no way of viewing security situation inside of test centers. Public will have direct access to outside viewing of testing inside centers  |
| Activity 2.4: Develop and administer customer satisfaction surveys of test takers and their parents  |   |   |               |   |          |      |      |    |    |    |    |    |    |                                       |  |
| a. Customer satisfaction surveys developed, administered & analyzed  | # of customer satisfaction surveys administered to a representative sample & analyzed         | Reports on customer satisfaction surveys  | Semi-annually | Component 2 leader & DCOP               | 1800     | 1800 | 1800 |    |    |    |    |    |    | 4900                                  | Surveys of test-takers held in pilots, but other customers (teachers, parents, scorers, etc.) have not been surveyed. Surveys will allow for public trust in system thereby mitigating corrupt activities.   |
| b. Local NGOs trained in developing & administering customer satisfaction surveys to students, parents & teachers                            | # of customer groups surveyed   | Training records and surveys administered | Semi-annually | Component 2 leader & DCOP               | 1        | 1    | 1    |    |    |    |    |    |    | 7                                     | Local NGOs have surveyed test takers since 2003, but not others and not at proposed scale and little public monitoring of testing system exists. Trainings will increase capacity of public to monitor and for surveys to cover larger samples and issues. |
| <b>Component 3</b>   |   |   |               |   |          |      |      |    |    |    |    |    |    |                                       |  |
| a. Education Law and Policy Expert Group (ELPEG) established (comprised of parliamentarians, educators,                                      | # of ELPEG meetings   | Meeting minutes                           | Quarterly     | Component 3 leader & COP                | 0        | 0    | 0    |    |    |    |    |    |    | 4                                     | Working group on higher education does not yet exist. Working group on higher education for codifying requirements for university admissions established and holding meetings  |



| Expected Result   | Performance Indicator                              | Methodology for Measurement |               |                           | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project | Notes   |
|---|--|-----------------------------|---------------|---------------------------|----------|----|----|----|----|----|----|----|----|-----------------------|---|
|   |  | Data Source                 | Collection    | Responsible               |          |    |    |    |    |    |    |    |    |                       |   |
| NGOs & other stakeholders)  |  |                             |               |                           |          |    |    |    |    |    |    |    |    |                       |   |
| b. Legislation drafted on codifying requirements for university admissions  | Draft legislation ready for adoption by parliament | Draft legislation documents | Semi-annually | Component 3 leader & COP  | N/A      | No | No |    |    |    |    |    |    | Yes                   | Legislation minimal and usually in form of ministerial decrees. Draft legislation ready for adoption by parliament will add sustainability to use of test scores in admissions process. To be drafted by ELPEG. |
| a. Legislation drafted to protect intellectual property of UCEQA  | Draft legislation ready for adoption by parliament | Draft legislation documents | Semi-annually | Component 3 leader & COP  | N/A      | No | No |    |    |    |    |    |    | Yes                   | Draft legislation not in existence. To be drafted by ELPEG.   |
| b. Legislation drafted on legal sanctions for security violations   | Draft legislation ready for adoption by parliament | Draft legislation documents | Semi-annually | Component 3 leader & COP  | N/A      | No | No |    |    |    |    |    |    | Yes                   | Draft legislation not in existence. To be drafted by ELPEG.   |
| c. Legislation drafted on sustainable funding for new testing system  | Draft legislation ready for adoption by parliament | Draft legislation documents | Semi-annually | Component 3 leader & COP  | N/A      | No | No |    |    |    |    |    |    | Yes                   | Draft legislation not in existence. To be drafted by ELPEG.   |
| Component 4: Increase Public Support for External Standardized Testing as a Means of Combating Corruption Associated with University Admissions |  |                             |               |                           |          |    |    |    |    |    |    |    |    |                       |   |
| Activity 4.1: Inform and educate media about the performance of USETI   |  |                             |               |                           |          |    |    |    |    |    |    |    |    |                       |   |
| a. Conduct nationwide media campaigns   | % of increase of media coverage of testing issues  | Media monitoring reports    | Quarterly     | Component 4 leader & DCOP | 0%       |    |    |    |    |    |    |    |    | 50%                   | Some media, national and local, carry stories on implementation of testing but increased efforts will increase media coverage by 50% and capacity of media as a public discussion forum.                        |

| Expected Result   | Performance Indicator   | Methodology for Measurement                  |            |                           | Baseline | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project | Notes  |
|---|---|--|------------|---------------------------|----------|----|----|----|----|----|----|----|----|-----------------------|--|
|   |   | Data Source                                  | Collection | Responsible               |          |    |    |    |    |    |    |    |    |                       |  |
| b. Informational materials from UCEQA improved, expanded & made available   | # of information materials distributed                                    | Informational materials tracking             | Quarterly  | Component 4 leader & DCOP | 20,000   | 0  | 0  |    |    |    |    |    |    | 300,000               | Informational materials exist but need improvements & expansion to meet increased demands. A newsletter will be developed to share info about the testing with parents and test takers                                 |
| c. Media trained on educational testing issues, anti-corruption strategies & role of public monitoring  | # of media trained in testing, anti-corruption & public monitoring issues | Training reports                             | Quarterly  | Component 4 leader & DCOP | 0        | 0  | 0  |    |    |    |    |    |    | 30                    | Few media representatives have been trained in roles of testing, anti-corruption & public monitoring.  |
| Activity 4.2: Develop and conduct press and outreach campaigns focused on positive anti-corruption messages                                       |   |  |            |                           |          |    |    |    |    |    |    |    |    |                       |  |
| a. Educators & GOU officials become public advocates for external testing as a criterion for university admissions                                | # of round tables by educators and GOU officials for external testing     | Evaluation from media reports and interviews | Quarterly  | Component 4 leader & DCOP | 0        | 0  | 0  |    |    |    |    |    |    | 22                    | Little advocacy for external testing by educators and GOU officials; no working groups between the two potential advocates exist. Regular organized meetings will help forge consensus on key issues regarding testing |
| b. Informational videos and PSA's on testing produced & aired   | # of informational videos and PSA's produced & receiving airtime          | Review of videos & monitoring reports        | Annually   | Component 4 leader & DCOP | 0        | 0  | 0  |    |    |    |    |    |    | 3                     | Limited public awareness of testing system increase uncertainty of objectivity. Information video will allow public to see and learn about process & increase awareness of testing as an anti-corruption tool.         |
| Activity 4.3: Increase media coverage of and public discussion about the need for and ways to mitigate corrupt practices in university admissions |   |  |            |                           |          |    |    |    |    |    |    |    |    |                       |  |
| a. NGO representatives trained in public monitoring of testing process and conducting monitoring  | # of NGO representatives conducting public monitoring of testing          | Reports from public monitoring               | Quarterly  | Component 4 leader & DCOP | 0        | 0  | 25 |    |    |    |    |    |    | 250                   | No public monitoring of testing and little public awareness of testing & anti-corruption.  |
| b. Facilitators trained in holding town meetings on external testing for  | # of town meetings conducted  | Reports from town meetings                   | Quarterly  | Component 4 leader & DCOP | 0        | 0  | 0  |    |    |    |    |    |    | 104                   | Little information available to the public (e.g., parents, test-takers) on testing issues; no mechanism for asking questions & voicing concerns. Town meetings   |

| Expected Result  | Performance Indicator   | Methodology for Measurement                                |               |   | Baseline | Q1  | Q2  | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project | Notes   |
|--|---|--|---------------|---|----------|-----|-----|----|----|----|----|----|----|-----------------------|---|
|  |   | Data Source  | Collection    | Responsible                             |          |     |     |    |    |    |    |    |    |                       |   |
| university admissions & conducting meetings  |   |  |               |   |          |     |     |    |    |    |    |    |    |                       | held by facilitators in 80 towns to educate test-takers, parents & other stakeholders on new testing and admissions system  |
| Component 5: Ensure Equitable Access to Test Preparation   |   |  |               |   |          |     |     |    |    |    |    |    |    |                       |   |
| Activity 5.1: Develop and make available test training courses and training materials at an affordable cost; create revenue generating model for UCEQA |   |  |               |   |          |     |     |    |    |    |    |    |    |                       |   |
| a. Test preparation materials developed made available to test-takers directly (incl. internet) & via schools  | % of test takers who receive test preparation materials directly                            | Surveys of test-takers                                     | Annually      | Component 5 leader & testing consultant | 20%      | 0   | 0   |    |    |    |    |    |    | 60% (for Y1)          | Percentage of test takers that will receive test materials in each testing year. Distribution will take place in quarters preceding testing. Estimated number distributed in Q3 of 2009 which is beyond the project life is 100%. |
| b. Model developed for producing & distributing other test preparation materials under UCEQA licensing; model designed to generate revenue for UCEQA   | UCEQA test preparation, distribution & licensing model developed                            | Licensing agreement between UCEQA and materials publishers | Annually      | Component 5 leader & testing consultant | N/A      | n/a | n/a |    |    |    |    |    |    | Yes                   | Private sector starting to invest in test materials production and publishing but products are of questionable quality. A UCEQA-led system of licensing will be developed   |
| c. Plan for providing test preparation training and training courses developed for use in 26 UCEQA educational training centers                        | Test preparation training plan and training materials developed for use in 26 UCEQA centers | Training plan and materials                                | Semi-annually | Component 5 leader & testing consultant | N/A      | n/a | n/a |    |    |    |    |    |    | Yes                   | Training centers exist on paper only; no test preparation courses are available or in use.  |

| Expected Result  | Performance Indicator   | Methodology for Measurement  |                    |   | Baseline | Q1  | Q2  | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project | Notes   |
|--|---|--|--------------------|---|----------|-----|-----|----|----|----|----|----|----|-----------------------|---|
|  |   | Data Source  | Collection         | Responsible                             |          |     |     |    |    |    |    |    |    |                       |   |
| Component 6: Begin Elaboration and Lay Groundwork for Establishing Transparent and Equitable University Admissions Procedures  |   |  |                    |   |          |     |     |    |    |    |    |    |    |                       |   |
| Activity 6.1: Plan for reforming university admission process elaborating all aspects of process, e.g., collection and ranking of test scores, other criteria, appeals |   |  |                    |   |          |     |     |    |    |    |    |    |    |                       |   |
| a. Stakeholders introduced to a variety of international models for higher ed. Admissions  | # of high-level and regional round tables on international models for higher education admissions | Meeting minutes  | Semi-annually      | Component 6 leader & testing consultant | 0        | 0   | 0   |    |    |    |    |    |    | 22                    | Stakeholders from higher education Institutions are generally not familiar with methods of admissions used in other countries. Stakeholders need to have a clear view of various models for student admissions & understand the advantages & disadvantages of these alternative systems |
| b. Education Law and Policy Expert Group (ELPEG) established to propose new strategies   | # of ELPEG meetings   | Meeting minutes  | Semi-annually      | Component 6 leader & testing consultant | 0        | 0   | 0   |    |    |    |    |    |    | 4                     | No current body through which higher education policy makers determine the role of testing in the admissions process. Working group will address new admissions process & role of testing   |
| c. Stakeholders develop admissions reform criteria that incorporates test scores   | Admissions reform criteria developed and drafted  | Working group report on criteria for higher education admissions       | Semi-annually      | Component 6 leader & testing consultant | N/A      | n/a | n/a |    |    |    |    |    |    | Yes                   | No transparent set of criteria exist that incorporates scores from standardized external testing.   |
| Activity 6.2: Develop strategy for management of admissions process, including admissions committees, their roles, and accountability mechanisms                       |   |  |                    |   |          |     |     |    |    |    |    |    |    |                       |   |
| a. Stakeholders develop admissions strategy with criteria and procedures including results from external testing   | Admissions strategy developed and drafted with criteria and procedures                            | Working group report on admissions strategy with criteria & procedures | Annually           | Component 6 leader & testing consultant | N/A      | n/a | n/a |    |    |    |    |    |    | Yes                   | Admissions strategy with criteria and procedures including results from external testing does not exist at the present time.  |
| b. Symposium conducted on strategy, implementation & management of new university  | Symposium conducted & strategic & operational plans amended                                       | Report on symposium  | One time in Year 2 | Component 6 leader & testing consultant | N/A      | n/a | n/a |    |    |    |    |    |    | Yes                   | No previous symposium has been held for stakeholders to create a fair & transparent strategy for management of university admissions.   |

| Expected Result                  | Performance Indicator                   | Methodology for Measurement         |                 |                                   | Baseline      | Q1         | Q2         | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Target End of Project   | Notes  |
|----------------------------------|---|-------------------------------------|-----------------|-----------------------------------|---------------|------------|------------|----|----|----|----|----|----|-------------------------|--|
|                                  |   | Data Source                         | Collection      | Responsible                       |               |            |            |    |    |    |    |    |    |                         |  |
| admission procedures             |   |                                     |                 |                                   |               |            |            |    |    |    |    |    |    |                         |  |
| Cross-cutting, overall Indicator |   |                                     |                 |                                   |               |            |            |    |    |    |    |    |    |                         |  |
| Tests securely administered      | <i># of tests securely administered</i> | <i>UCEQA administrative records</i> | <i>Annually</i> | <i>Component 1 leader and COP</i> | <i>82,000</i> | <i>n/a</i> | <i>n/a</i> |    |    |    |    |    |    | <i>800,000 (for Y1)</i> | <i>800,000 is the projected number of test takers in 2008. The projected number of test takers in April 2009, which is beyond the life of the project, is 1,500,000.</i> |