



Marguerite Clarke

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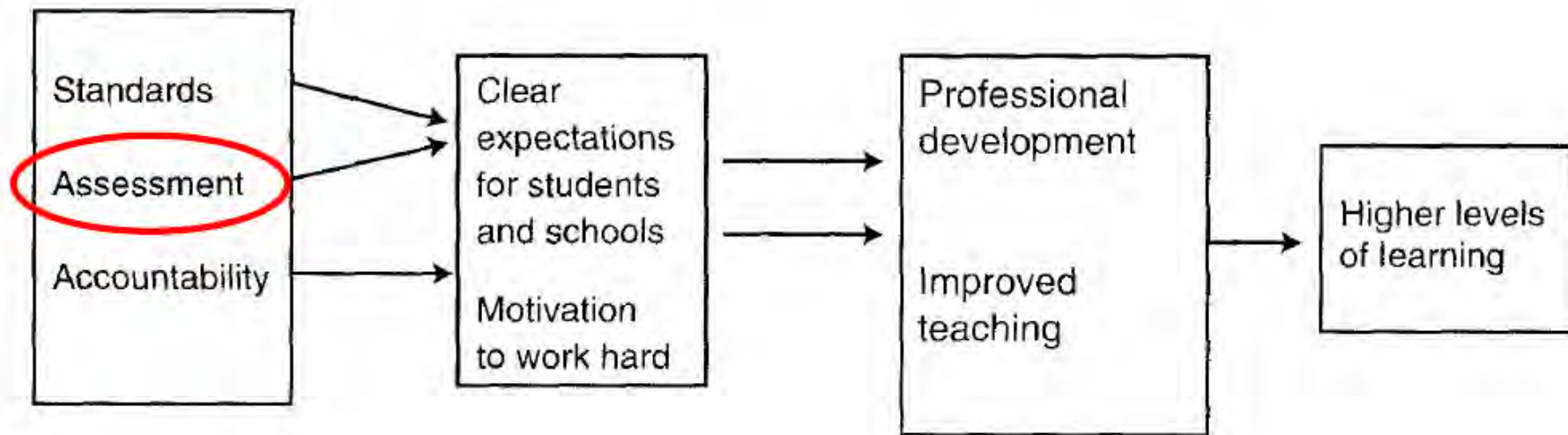
**Definitions, theories, key
evidence**



What is student assessment?

...the process of gathering and evaluating information on what students know, understand, and can do in order to make an informed decision about next steps in the educational process.

A theory of change



What counts as key evidence and best practices for effective assessment?



Classroom assessment



Strong link between high-quality assessment and better learning outcomes

Gains of half to full standard deviation on standardized tests (Black & Wiliam, 1998; Rodriguez, 2004)

More work needed to define and isolate characteristics that lead to improved outcomes (Bennett, 2011)

Examinations

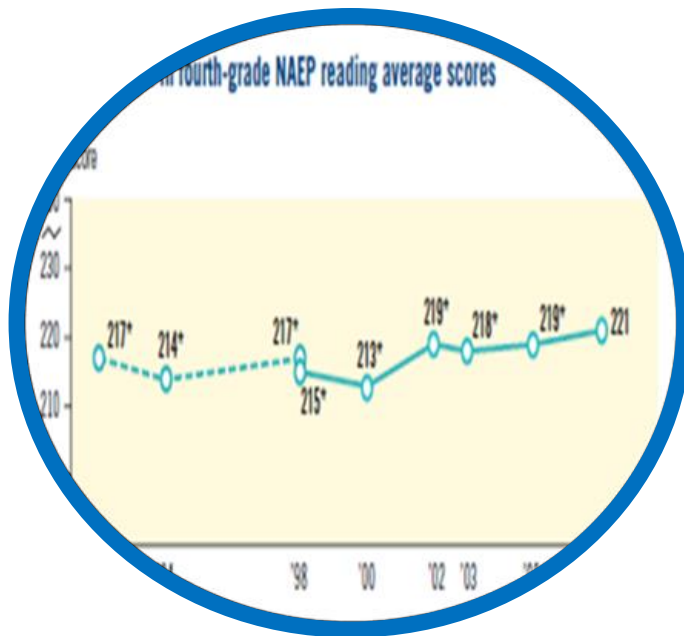


Link between exit exam policies and higher performance levels on international assessments (Bishop, Mane, & Bishop, 2001)

Link between specific characteristics of the test and student learning outcomes (Au, 2007; Hill, 2010)

Can have negative impact on students (Greaney & Kellaghan, 1995; Madaus & Clarke, 2001)

Large-scale 'survey' assessment

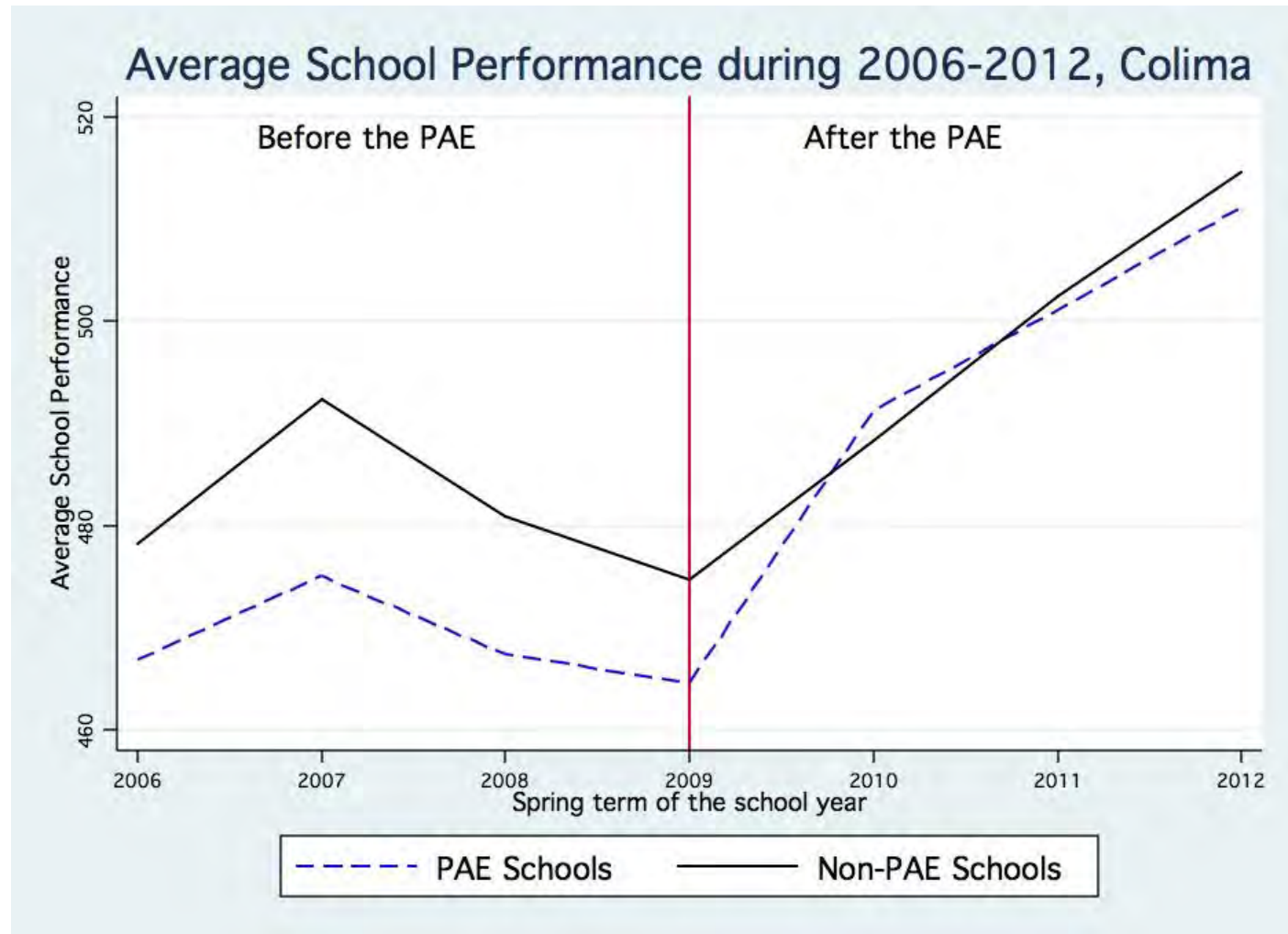


Simply reporting information about average school scores can lead to increased student performance (Hanushek & Raymond, 2003)

Overall weak, positive link between accountability uses of data and better learning outcomes (Carnoy & Loeb, 2002)

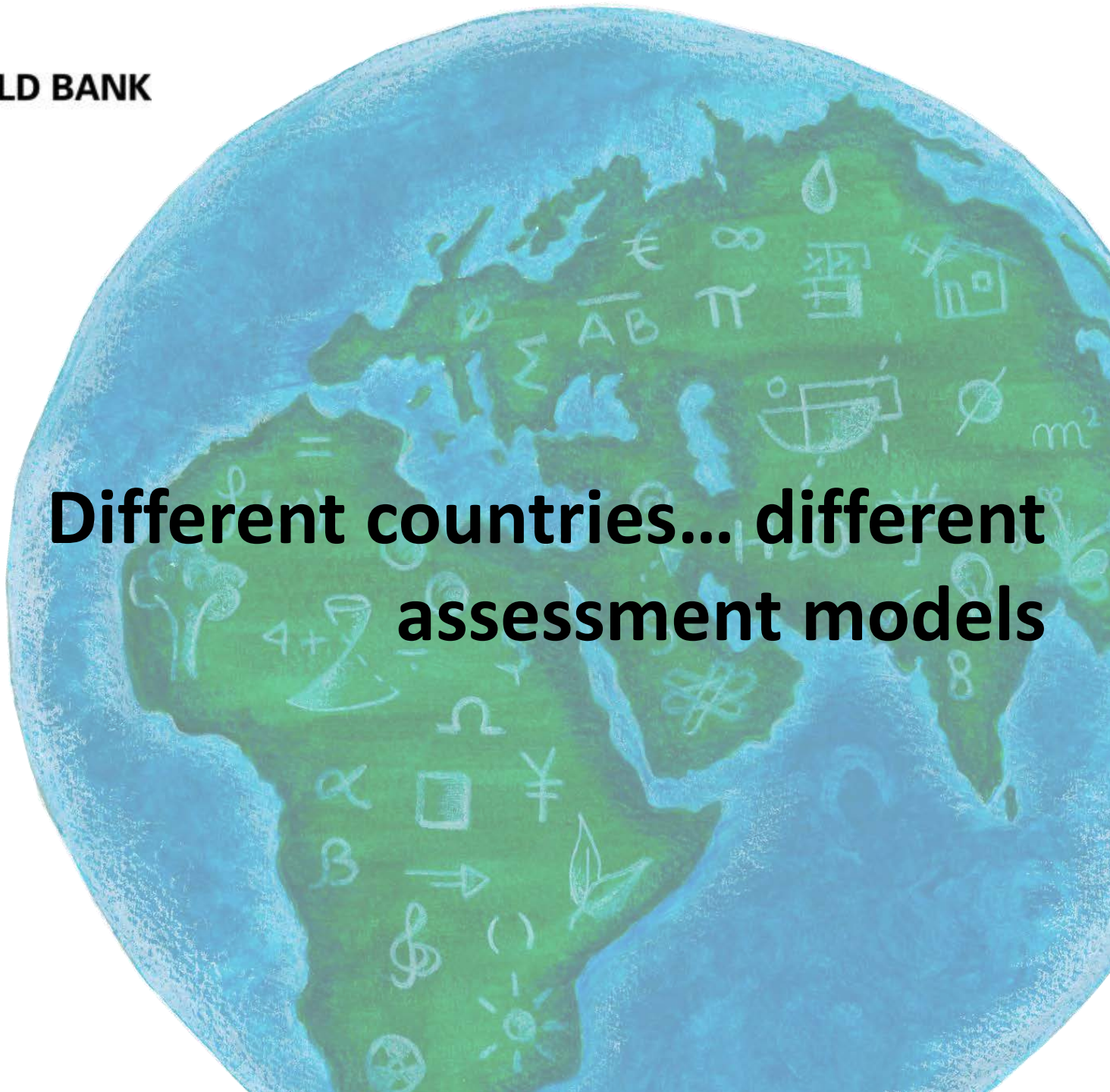
Much to learn about optimal design for accountability models that will produce best outcomes with fewest negative side effects

Mexico: Programa de Atención Específica para la Mejora del Logro Educativo (PAE)





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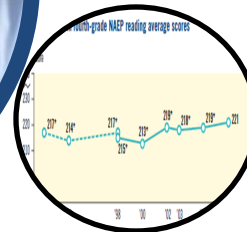
**Different countries... different
assessment models**



Finland



- Strong emphasis on classroom-based formative assessment activities
- Limited use of high-stakes examinations
- Regular schedule of low-stakes, large-scale assessment activities for system monitoring

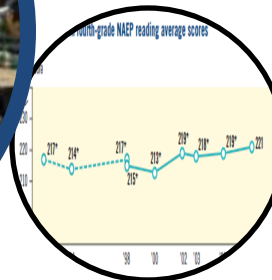




China



- Strong emphasis on high-stakes examinations
- Emergent focus on classroom assessment and large-scale assessment

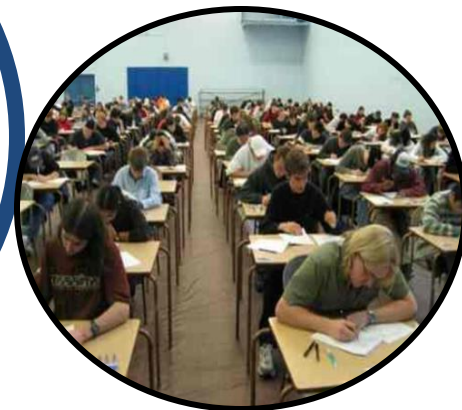
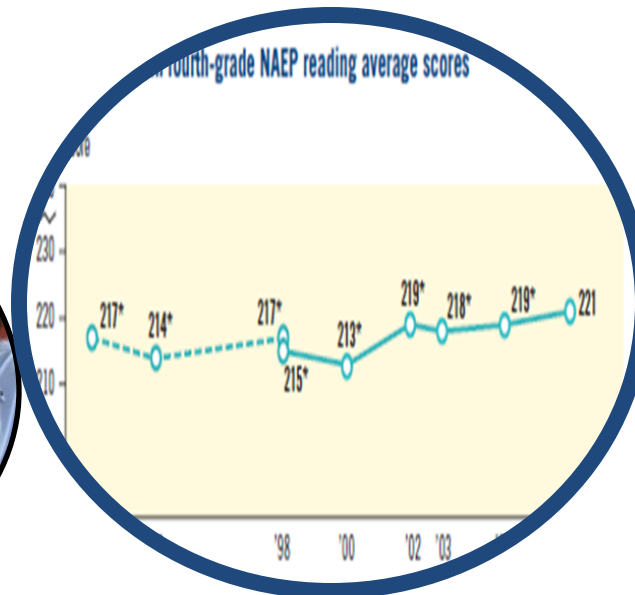




USA



- Very strong emphasis on large-scale assessment
- Less strong emphasis on classroom assessment and examinations





What matters most for student assessment systems?

Key assessment types/purposes

- **Classroom assessment**

- For improving teaching and learning



- **Examinations**

- For making high-stakes decisions about individual students



- **Large-scale assessment**

- For determining system learning levels and related factors

Figure 1. Trend in fourth-grade NAEP reading average scores



Quality drivers

- **Enabling context**

- Leadership, policies, institutional arrangements, human/fiscal resources



- **System alignment**

- Learning goals, curricula, opportunities

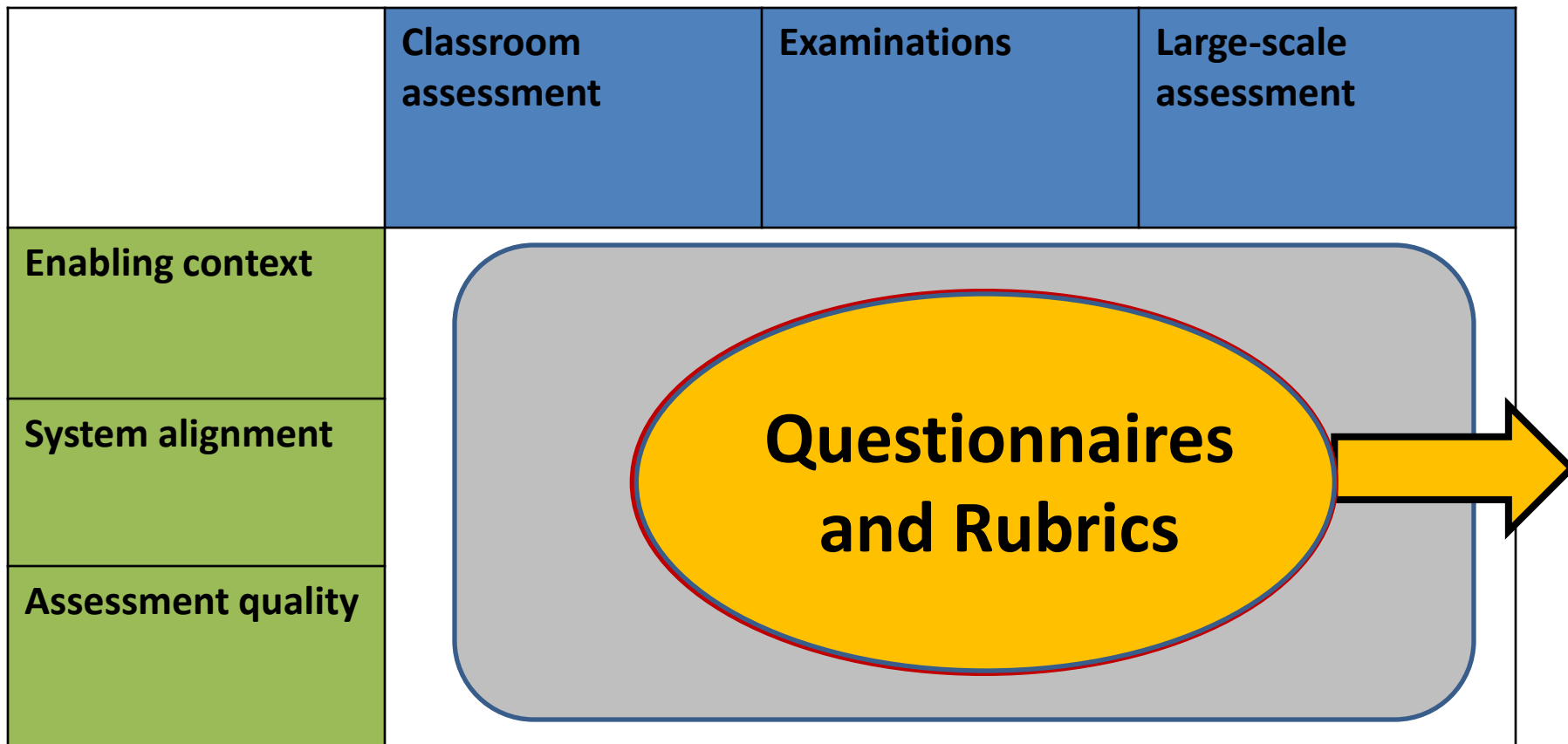


- **Assessment quality**

- Design, administration, analysis
- Reporting and use



Framework



Applying the framework to countries



Armenia

SABER Country Report
2011


STUDENT ASSESSMENT

Key Policy Areas for Student Assessment

	Status
1. Classroom Assessment In Armenia, an official curriculum standards document specifies what students are expected to learn in different subject areas at different grade-levels, such as an external moderation system that reviews the difficulty of classroom assessment activities and the appropriateness of scoring criteria. There are also some mechanisms to ensure that teachers develop skills and expertise in classroom assessment.	Advanced ●●●●○
2. Examinations The United Examinations, which are used for high school graduation and university entrance, started to be administered less than five years ago. The examinations receive regular funding from the government and from student fees. Funding covers all core examination activities, as well as research and development. There is a clear understanding of what the United Examinations measure, and comprehensive material to prepare for the examinations is accessible to all students.	Established ●●●●○
3. National Large-Scale Assessment (NLISA) An NLISA program was introduced in Armenia in the last five years, and one NLISA has been carried out (in 2010). The program receives regular funding from the government; this funding covers all core NLISA activities as well as staff training and research and development. Armenia offers some opportunities to prepare individuals for work on the NLISA. However, the Assessment and Testing Center is inadequately staffed to effectively carry out the NLISA due to the staff's limited experience in conducting NLISAs.	Emerging ●●●○●
4. International Large-Scale Assessment (ILISA) Armenia has participated in three ILISAs in the last ten years (TIMSS 2003, 2007, and 2011), and has taken concrete steps to participate in two more ILISAs in the next five years (TIMSS 2015 and PIRLS 2016). A formal policy document addresses Armenia's participation in ILISAs, and regular funding for participation in ILISAs is provided by the government. Results from the ILISAs are regularly and widely disseminated, especially through widespread media coverage. However, there are no opportunities available in Armenia to learn about ILISAs.	Established ●●●●○

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Systems Approach for Better Education Results



Zambia

SABER Country Report
2009

STUDENT ASSESSMENT

Key Policy Areas for Student Assessment

	Status
1. Classroom Assessment A formal and widely-available, system-level document provides guidelines to teachers for classroom assessment activities. Additionally, there appear to be adequate required uses of classroom assessment information to support student learning, including as an input to external examination results. At the same time, actual classroom assessment practices are considered to be weak and there are few system-wide resources available to teachers to help them engage in better quality classroom assessment practices.	Emerging ●●●○●
2. Examinations The examinations program has been operating on a regular basis. A formal, publicly-available, policy document authorizes the program and provides guidance on its key aspects. Regular funding for core examination activities is provided by the government. The examinations are run by a stable organization that has all of the required facilities to carry out examination activities.	Established ●●●●○
3. National Large-Scale Assessment (NLISA) The NLISA program has been operating on an ongoing basis, with regular funding provided by the government. The funding covers all core NLISA activities as well as research and development. The NLISA office is inadequately staffed to effectively carry out the NLISA, and the country does not offer opportunities that prepare individuals for work on the NLISA. Efforts are made to include all student groups in the NLISA, including providing accommodations or alternative assessments for students with disabilities. NLISA results are poorly disseminated, and few teachers use them to inform their teaching or improve student learning.	Emerging ●●●○●
4. International Large-Scale Assessment (ILISA) Zambia has participated in three SACMEQ surveys (I, II, and III) in the last ten years, and has taken concrete steps to participate in SACMEQ IV. Although some opportunities to learn about ILISAs are offered to SACMEQ team members, they are nevertheless inadequately trained to carry out the ILISA effectively. SACMEQ results are used in some ways to inform decision making. For example, policy makers and education leaders have used the results to track the impact of reforms on student achievement levels and to inform curriculum improvement, teacher training, and resource allocation. However, it is unclear whether decisions based on the results have had a positive impact on student achievement levels.	Emerging ●●●○●

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Systems Approach for Better Education Results



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Key trends and issues



Key trends and issues

- Blended cognitive and psychometric models
- Blurring of lines between classroom and external assessment events
- Measuring 21st century skills, cognitive, non-cognitive
- Key role of technology
- Key role of teachers
- Accountability uses of assessment data



Gracias Thank You

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please visit:

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