Learning Assessment in the Asia-Pacific

Countries with learning assessment policies

What is measured by national assessment?

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Knowledge of curriculum</td>
<td>95%</td>
</tr>
<tr>
<td>Application of knowledge in practice</td>
<td>76%</td>
</tr>
<tr>
<td>Student interest &amp; attitudes towards subject area</td>
<td>52%</td>
</tr>
<tr>
<td>Knowledge beyond curriculum</td>
<td>33%</td>
</tr>
<tr>
<td>Non-cognitive abilities of students</td>
<td>5%</td>
</tr>
</tbody>
</table>

How assessment results are shared

National assessment results used for

- Education policy review and reform: Professional development for principals/school leaders
- Professional development of teachers: Intervention programmes for specific type or cluster of schools
- Curriculum review and reform: Intervention programmes on specific learning areas

Is funding available for the national assessment programmes?

- 2/13 countries answered: Yes, there is regular government funding
- 1/13 countries answered: Yes, there is irregular funding from non-government sources
- 9/13 countries answered: Other funding available

National assessment background survey responses by category

- 80% administered background surveys to teachers
- 70% administered background surveys to schools
- 25% administered background surveys to parents
- 90% administered background surveys to students
- 10% conducted no background surveys

Purpose of quantitative analysis on national assessment

- To identify the factors affecting student performance
- To support the understanding of variations among students' cognitive abilities with regard to literacy and numeracy from socio-economic, regional, and gender dimensions
- To monitor progress of implementation of policies/programmes related to student outcomes and education quality
- To provide recommendations for improving the design/development of curriculum
- To provide recommendations for improving the teaching-learning environment