Overview of Student Learning Assessment: The Case of Vietnam

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Policies and regulations of educational assessment in Vietnam

Innovating education outcomes assessment to ensure honesty, objectivity is regarded as the breakthrough of the education innovation in 2030 as following:

- Assessment should be based on advanced and reliability systems of criteria.

- High school graduation has been organized honestly and suitable with student’s capacity as a basis for enrolling to vocational schools and colleges.

- Assessing and recognizing vocational graduation based on knowledge, performance competencies, discipline and vocational ethics.
- Universities enrolling that combine learning outcomes in general education and training requirements. Evaluation results focused on competencies as analysis, creativity, research and application of science - technology, professional ethics, organizational capacity and adapt to the environment.

- Carry out national education, local and international assessment that will be a basis for policy recommendations to improve the quality of education.

- Completing and periodically testing the quality of education and training programs. Developing appropriate assessment methods for the community education.
Vietnam is in the process of renewing education and training comprehensively and basically.

Vietnamese government's view on education outcomes assessment is “fundamentally renewing the forms and methods of examination, testing, educational outcome assessment, and training to ensure the truth and objective”.

The orientation of Vietnam's education assessment is “cooperating formative with summative assessment at the end of each semester or at the end of the school year, teacher’s assessment and the learner's self-assessment, and school's assessment and the assessment of the family and of society”.
Examination in Vietnam

Currently in Vietnam, we do not have secondary level graduation exam, but students still have to pass examinations as following:

- Examination to enroll grade 10,
- High school graduation exam,
- Examination to enroll specialized high schools for gifted students,
- Examination to enroll College and University.
School Assessment

Ministry of Education and Training pay alot of attention in this area.

Vietnamese government has promulgated standards for:
- School subjects,
- Teachers,
- School management and
- Schools at different levels.
Vietnam has implemented a number of large-scale assessment in 2001 (grade 5), 2007 (grade 5), 2009 (grade 6, grade 9) and 2011 (grade 5).

Vietnam has participated in a number of international assessments such as PISA (2012), PASEC (2013).
Challenges of learning outcomes assessment in Vietnam

- Lacking of high quality system of institutions and professionals in assessment, testing the quality of education.
- Lacking of standard, criteria for assessing learning areas, characteristics and core competencies of students.
- People pay highly attention in summative assessment more than formative assessment and in knowledge assessment than competence assessment.
- Assessment based on textbooks rather than the program standard. Assessment of learning is more than assessment for learning.
- Teachers, parents and the community prefer scores than the competencies of students.

- Classroom assessment is still largely based on teacher’s subjective feeling. Lacking of tools for objective assessment and the guidance of student self-assessment, assessment of parents or society.
Some lessons in student learning outcomes assessment in Vietnam

- Developing and improving policies and strategies for assessment.
- Propagandazing, changing attitude of education management and teacher in student learning outcomes assessment.
- Participating in a number of international assessment programs to study and make appropriate adjustments.
- Mobilization the community and social involvement.
- To enhance student self-assessment