

# Capacity Development Workshop – Introduction to Large-Scale Assessments of Learning

23-26 September 2014

Bangkok, Thailand

Overview of learning assessments – Part 1

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# Reflections

- ◆ What is assessment and why is it important?
- ◆ What do we mean by large-scale assessments of learning? What are the differences between such assessments and public examinations?
- ◆ What are the differences between summative and formative assessment?



# Definition of quality of education

- ◆ IIEP Forum on Quality of Education (Beeby, 1969)
- ◆ IIEP Forum on Quality of Education (Adams, 1978)
- ◆ IIEP Forum on Quality of Education (Ross & Mählck, 1990)

Beeby (1969) : An improvement in the environment in which the student worked with the aids to learning provided for that purpose by the school system, and that this improved environment could reasonably be expected to express itself as detectable gains in knowledge, skills, and values acquired by students.

# IIEP's landmarks and initiatives on quality of education and learning assessments



1995-present  
IIEP's collaboration with 15 MoEs in SACMEQ assessments

1989-1994  
IIEP large-scale learning assessment in Zimbabwe

2000-2003  
IIEP/WB large-scale learning assessment in Viet Nam

1994-present  
IIEP's CB for M&E Educational Quality in Asia

1969 / 1978 / 1989  
IIEP Seminars on Quality of Education

2004 IIEP PF on Cross-national Assessment

2009-present  
PASEC/SACMEQ linking exercise

TIME

1959  
First IEA Study

1990  
Jomtien EFA

1996  
Delors Report  
"4 pillars"

2000  
•Dakar EFA  
•First PISA

2005  
MDG

2010  
ATC21S

2011  
"Learning for All"

2012~  
LMTF



# Global landmarks on quality of education and learning assessments

## 1959 First study by Association for the Evaluation of Educational Achievement (IEA)

Variations in educational environment (educational policies, practices, and traditions) would have substantial and consistent impact upon improved student learning.  
Belief in international focus: Cross-national rather than national studies.



TIME



1959  
First IEA  
Study



# Global landmarks on quality of education and learning assessments

**1990 Jomtien Article IV – Focusing on learning:** Whether or not expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on **whether people actually learn** as a result of those opportunities, i.e., whether they incorporate useful **knowledge, reasoning ability, skills, and values**. It is important to provide education for all children, youth, and adults that is **responsive to their needs and relevant to their lives**.

TIME



1959  
First IEA  
Study

1990  
Jomtien  
EFA



# Global landmarks on quality of education and learning assessments

## 1996 Delors Report – Education for 21<sup>st</sup> Century: 4 pillars of Education

- (1) Learning to know
- (2) Learning to do
- (3) Learning to live together
- (4) Learning to be

← TIME →



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# Global landmarks on quality of education and learning assessments

**2000 Dakar EFA Goal #6:** “Improving all aspects of the quality of education and ensuring excellence for all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and life skills.”

Education satisfies basic learning needs, and enriches the lives of learners and their overall experiences of living.

TIME



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# Global landmarks on quality of education and learning assessments

**2000 First Program for International Student Assessment-PISA (OECD):** Prosperity of countries derives from their human capital. To succeed in a rapidly changing world, individuals need to advance their knowledge and skills throughout their lives. → Focus on students' **capacity to extrapolate from what they know and creatively apply what they know in novel situations**

← TIME →



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# Global landmarks on quality of education and learning assessments

**2005 Millennium Development Goal (MDG) #2 – Achieve universal primary education:** Ensuring quality education and progression through the school system (learner-friendly schools, quality teachers, improved infrastructure, quality curriculum, assessment of learning outcomes).

← TIME →



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# Global landmarks on quality of education and learning assessments

## 2010 Assessment and teaching of 21<sup>st</sup> Century skills (ATC21S): The KSAVE model (Knowledge, Skills, Attitudes/Values/Ethics)

- Ways of Thinking
- Ways of Working
- Tools for Working
- Living in the World

TIME



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2010  
ATC21S

# Global landmarks on quality of education and learning assessments

## 2011 Learning for All (LFA):

Major developmental partners (World Bank, USAID, DFID) reinforced education strategy papers, that encouraged all countries to shift focus from EFA to LFA. The interpretation of EFA and LFA suggests that the concepts of equity, access, and quality need to be managed as an interdependent network aimed at providing ‘equitable access to a quality education’ for different sub-groups of people.

TIME





# Global landmarks on quality of education and learning assessments

## 2012~ Learning Metrics Task Force: Shift from 'access' to 'access plus learning'

(1) Physical well-being; (2) social & emotional; (3) culture & the arts; (4) literacy & communication; (5) learning approaches & cognition; (6) numeracy & mathematics; (7) science & technology

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"Learning  
for All"

2012~  
LMTF



Map your country's (or your organization's) landmarks and/or initiatives on quality of education and learning assessments.

- Which educational reforms refer to assessments?
- What assessments do you carry out?

← TIME →



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2012~  
LMTF



# What is an assessment?

- ◆ A procedure or activity that is designed to collect information about the knowledge, attitudes, or skills of a learner or group of learners
- ◆ A survey of schools and students that is designed to provide evidence about the levels of student achievement in identified curriculum areas for a whole education system or for a clearly defined part of an education system

Sources: Kellaghan & Greaney (2001); Postlethwaite & Kellaghan (2008)



# Other types of evaluation of student achievements

## ◆ Public examinations

- Main focus on individual students
  - Certification of the levels attained
  - Selection for further education
  - Controlling curriculum and instruction
- Less link with background information

## ◆ Classroom assessments by teachers

- Not for benchmarking
- Could integrate summative and formative assessments

Sources: Kellaghan & Greaney (2001); Postlethwaite & Kellaghan (2008); Keeves 1994



# Formative vs. summative assessments

## ◆ Summative assessments

- Assessment of learning
- Measure achievement at the end of the programme or instruction
- Focus → obtain information on program effectiveness

## ◆ Formative assessments

- Assessment for learning / assessment as learning
- Provide data that permit successive adaptations of a new programme during the phases of its development and its implementation
- Diagnostic in nature
- Focus → obtain information on program improvement



# Exercise: Mapping and categorizing assessments in your country

- ◆ Describe different types of assessments.
- ◆ Who are in charge?
- ◆ What are their roles?
- ◆ What subjects are assessed?
- ◆ What levels of students are assessed?
- ◆ What is the interval?
- ◆ What are the challenges?



- ◆ To apply for the IIEP's Advanced Training Programme for Educational Planning and Management: [tep@iiep.unesco.org](mailto:tep@iiep.unesco.org)
- ◆ To apply for the IIEP's Specialized Course on Quantitative Methods for Monitoring and Evaluating the Quality of Education: [m.saito@iiep.unesco.org](mailto:m.saito@iiep.unesco.org)