LARGE-SCALE ASSESSMENT IN VIETNAM

Dr. Le Thi My Ha
Center of Educational Quality Evaluation, Director
Vietnam PISA Office, National Project Manager

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Report Structure

- **Part 1.** Large-scale assessment and implementation of large-scale assessment in Vietnam
- **Part 2.** Impact of large-scale assessment on Vietnam’s education policy
Part 1

Large-scale assessment and implementation of large-scale assessment in Vietnam
GEOGRAPHY OF VIETNAM

- Vietnam is one of the Southeast Asian countries.
- The country is bordered by Laos and Cambodia to the west, China to the north, the East Sea to the east and Gulf of Thailand to the south.
Structure of Vietnam Education System
1. Pre-school Education
   - Nursery: 3 months to 3 years
   - Kindergarten: 3 years to 6 years

2. General Education
   - Primary education (grades 1 to 5, from 6 years old)
   - Lower secondary education (grades 6 to 9, from 11 years old)
   - Upper secondary education (grades 10 to 12, from 15 years old)

3. Vocational Education
   - Professional secondary (2 - 4 years)
   - Vocational training (2 years)

4. Higher Education
   - College education: 3 years
   - University education: 4 years
   - Postgraduate education: Master (2 years), Doctor (3 - 4 years)
Large-scale Assessments in Vietnam

Large-scale assessments in Primary Education, Lower and Upper Secondary Education have been administrated in Vietnam.
1. National assessments on Grade 5 student learning outcomes (Math and Vietnamese language):

- The 1st assessment: in 2001 with 72,660 sampled students in 3,636 schools;
- The 2nd assessment: in 2007 with 60,000 sampled students in 4,000 schools;
- The 3rd assessment: in 2011 with 73,200 sampled students in 3,660 schools;
- The 4th assessment: in 2014 with 40,000 sampled students in 2,000 schools.
Assessment results of Grade 5 student learning outcomes on Math and Vietnamese language in 2001, 2007 and 2011
Assessment results of Grade 5 student learning outcomes on Math and Vietnamese language in 2001, 2007 and 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>Vietnamese language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acceptable</td>
<td>Below standard</td>
</tr>
<tr>
<td>2001</td>
<td>97.2</td>
<td>2.8</td>
</tr>
<tr>
<td>2007</td>
<td>74.1</td>
<td>25.9</td>
</tr>
<tr>
<td>2011</td>
<td>98.92</td>
<td>1.08</td>
</tr>
</tbody>
</table>
EGRA - The Early Grade Reading Assessment
(school years 2012 - 2013 and 2013 - 2014)

- The 1st EGRA was administered at the end of school year 2012 - 2013 with 1,200 Grade 1 and 3 students from 40 primary schools in 4 provinces.

- The 2nd EGRA was administered at the end of school year 2013 - 2014 with 2,160 Grade 1 and 2 students from 72 primary schools in 6 provinces.
NATIONAL ASSESSMENTS
Lower and Upper Secondary Education

1. National assessment on Grade 9 student learning outcomes
   - The 1\textsuperscript{st} assessment: in the school year 2008 - 2009 on Math, Literature, English and Physics;
   - The 2\textsuperscript{nd} assessment: in the 2\textsuperscript{nd} semester of school year 2012 - 2013 on Math, Literature, English and Biology.

2. National assessment on Grade 11 student learning outcomes on Math, Literature and English
   - The 1\textsuperscript{st} assessment: in the school year 2011 - 2012;
   - The 2\textsuperscript{nd} assessment: in December 2014.
Assessment results of Grade 9 student learning outcomes in the school year 2008 - 2009

Standard-Achieving Level

<table>
<thead>
<tr>
<th>Region</th>
<th>Math</th>
<th>Literature</th>
<th>Physics</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red River Delta</td>
<td>85.25</td>
<td>86.7</td>
<td>74.42</td>
<td>75.74</td>
</tr>
<tr>
<td>Northwest</td>
<td>64.82</td>
<td>56.49</td>
<td>64.31</td>
<td>63.13</td>
</tr>
<tr>
<td>Northern Central</td>
<td>62.73</td>
<td>67.43</td>
<td>57.58</td>
<td>52.49</td>
</tr>
<tr>
<td>Eastern South</td>
<td>57.46</td>
<td>55.14</td>
<td>62.19</td>
<td>53.44</td>
</tr>
<tr>
<td>Southern Central</td>
<td>51.54</td>
<td>61.03</td>
<td>59.12</td>
<td>61.37</td>
</tr>
<tr>
<td>Mekong River Delta</td>
<td>49.5</td>
<td>49.73</td>
<td>55.92</td>
<td>34.74</td>
</tr>
<tr>
<td>Northeast</td>
<td>45.35</td>
<td>68.17</td>
<td>48.12</td>
<td>64</td>
</tr>
<tr>
<td>Central Highland</td>
<td>30.99</td>
<td>69.37</td>
<td>37.57</td>
<td>48.18</td>
</tr>
<tr>
<td>Nationwide</td>
<td><strong>58.74</strong></td>
<td><strong>66.38</strong></td>
<td><strong>58.06</strong></td>
<td><strong>57.45</strong></td>
</tr>
</tbody>
</table>
Findings: key factors affecting learning outcomes of Grade 5, 9, and 11 students

- **Positive factors:** student competencies, student’s interests towards learning, student’s learning strategies, socioeconomic status, living and learning conditions, school climate, school facilities, etc.

- **Negative factors:** grade repetition or retention, over-aging, ethnic minority students, etc.
INTERNATIONAL ASSESSMENTS
IN VIETNAM
PASEC in Vietnam

- PASEC (Programme for the Analysis of Education Systems by CONFEMEN - Conference of the Ministers of Education of French speaking countries): Grade 2 and 5 students in Math and Vietnamese language;

- Students from 150 primary schools in Vietnam were assessed at the beginning and end of the school year;

- PASEC X was administered in 3 countries, including: Vietnam, Laos and Cambodia
PASEC RESULTS

The improvement of students after one school year

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade 2</th>
<th>Grade 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Begin of School year</td>
<td>End of School year</td>
<td>Begin of School year</td>
<td>End of School year</td>
</tr>
<tr>
<td>Vietnamese language</td>
<td>505,6</td>
<td>495,1</td>
<td>498,1</td>
<td>501,7</td>
</tr>
<tr>
<td>Improvement</td>
<td>---</td>
<td></td>
<td>+3,6</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>505,3</td>
<td>495,3</td>
<td>485,5</td>
<td>514,7</td>
</tr>
<tr>
<td>Improvement</td>
<td>---</td>
<td></td>
<td>+29,2</td>
<td></td>
</tr>
</tbody>
</table>
Grade 2 student’s academic progress in one school year

- For Grade 2 students, tests were quite easy for them at both the beginning and end of school year. In fact, more than half of test items included in academic year-start tests were answered correctly by at least 90% of students.

- The survey was administered lately (in December) against the plan (in September). This was the reason explaining why students attained their high scores in academic year-start tests.

- Due to the ‘Ceiling Effect’ that is applied to Vietnamese and Math test for Grade 2 is not used to analyze the improvements in teaching quality.
Grade 5 student’s academic progress in one school year

In Vietnamese language, Grade 5 students have been significantly progressive with the assistance from Vietnam education system.
Grade 5 student’s academic progress in one school year

- However, 25% of students in a low performance group have made their magnificent improvements in Vietnamese language by +52 points.
- PASEC tests were not used to measure the academic progress of 75% of students in a top performance group because they have achieved highest results in the year-start exams.
Grade 5 student’s academic progress in one school year

- In Math, Grade 5 students have been considerably progressive with the assistance from Vietnam education system.
Grade 5 student’s academic progress in one school year

- 75% of students achieved the average score of +42 points during the year. They were allowed to exercise their additional tasks.
- PASEC tests were not used to measure the academic progress of 25% of students in a top performance group because they have achieved highest results in the year-start exams.
PISA in Vietnam
Vietnam has attained the mean score higher than the OECD average in all domains.

<table>
<thead>
<tr>
<th>Domain</th>
<th>The OECD average</th>
<th>Vietnam’s scores</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>494</td>
<td>511</td>
<td>17</td>
</tr>
<tr>
<td>Reading</td>
<td>496</td>
<td>508</td>
<td>19</td>
</tr>
<tr>
<td>Science</td>
<td>501</td>
<td>528</td>
<td>8</td>
</tr>
</tbody>
</table>
MATHEMATICS (17/65)
SCIENCE (8/65)
Vietnam’s HDI and GDP at the lowest position

Bảng xếp thứ tự chỉ số ESCS từ cao đến thấp của các nước tham gia PISA chu kỳ 2012
Educational Levels of Parents

Vietnam is the 2\textsuperscript{nd} lowest position
PART 2

Impact of Large-scale assessment on Vietnam education policy
How are the results of large-scale assessments used?
Impact of assessment results on Vietnam’s educational policy

- **From 2010 backwards:** Results from national assessments made no impact on Vietnam’s policies. National assessments were funded by Vietnam MOET’s projects; different investors performed their own Term Of References. Thus, these assessments were totally separated from each other and these results were not linked together, but were considered as research reports.

- **However since 2001:** National assessments of Grade 5 student learning outcomes have introduced a type of large-scale assessment and staff development on educational measurement and testing in Vietnam.
Changes: international large-scale assessments (PISA and PASEC) and their impact on Vietnam education system

Since 2010: Vietnam has participated in PISA and PASEC.

1. Changes in concept and mind: the Leadership of Vietnam MOET have acknowledged that PISA and PASEC showed differences between education assessments in Vietnam and international education assessment. Hence, they have provided guidance for researching on large-scale assessment and applying technical procedures/processes of PISA and PASEC in innovation of classroom assessment as well as large-scale assessment in Vietnam;

   o Changes in knowledge and skill-based assessment into competency-based assessment.
Changes: international large-scale assessments (PISA and PASEC) and their impact on Vietnam education system

2. Amendment to the legal documents on assessment of primary students, lower and upper secondary students and large-scale assessment.
Legal documents on assessment of primary students

Vietnam MOET clearly stated that assessment of students should be based on the following principles:

- Assessing student progress, respecting the encouragement and motivation of student’s positive learning and overcoming difficulties in learning practices, promoting student’s capacities and carrying out assessments fairly, objectively and in a timely manner;
- Combining assessments by teachers, students and parents, in particularly, assessment by teachers play a key role;
- Assessing student progress, not comparing students to each other, not putting pressure on students, teachers and parents.
Legal documents on assessment of Lower and Upper Secondary Students

- Schools and teachers are required to (1) innovate and diversify student assessment methods along with test development, (2) diversify test items formats, (3) shift knowledge and skill-based assessment into competency-based assessment, (4) encourage students in expressing personal opinions and viewpoints in examinations, (5) focus on assessing student’s competence of applying knowledge in real-life problems solving.

- Applying technical procedures and processes of PISA and PASEC into the innovation of education assessment in Vietnam.
Legal documents on National Assessment
(Every 3 years)

Ministry of Education and Training issued the Circular number 51/2011/Circular-MOET dated November 3rd, 2011 on National Student Performance Assessment:

- National assessments has been administrated for grades 5, 9 and 11.
- Assessment coverage has included knowledge, skills and competencies being included in General Education Curriculum issued by Vietnam MOET.
- Subjects to be assessed:
  Grade 5: Math and Vietnamese language;
  Grades 9 and 11: Math and Literature; other subjects would be included in accordance with specific purposes of that assessment and released in Mission Manual for the administration year.
Changes: international large-scale assessments (PISA and PASEC) and their impact on Vietnam education system

3. Curriculum innovation and textbooks innovation after 2015
Components of curriculum

- Education aims, standards
- Education content
- Education methods, forms
- Education assessment
Orientations for curriculum innovation and textbooks innovation after 2015

* Model of students: honest, autonomous, responsible to their families, country and community;

* Development of values and competencies: possession of basic knowledge and skills, talents and personal interests.

* School standards: expected values and competencies at the end of education level
Unity: to be articulated between 3 levels, 2 phases; to be integrated personalization, local authority in part of curricula;

Content: less academic, more practical; less compulsory, more elective subjects; focus on human values
Orientations for of curriculum innovation and textbooks innovation after 2015

* Active methods: solving problem; constructivist, exploratory; focus on training of self-study, collaboration, team work, ICT, etc.

* Diversification of educational forms: in, out of school; in, out of classroom; electives, research exercises, etc.
Goals:
- measure what to be learned, competency level, adjustment in teaching and learning practices to be inline with subject standards;
- Assessment of capacity to apply knowledge, skills, experience into real life situation: using multiple assessment methods, forms and tools.
- Innovation of graduation exams at upper secondary education level; national assessments
Contact details

Email:
lemyminh@yahoo.com
pisavietnam@gmail.com

THANK YOU