

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



23-26 September 2014

Bangkok, Thailand

Use and implications of large-scale learning
assessments for policy and practice – Part 1

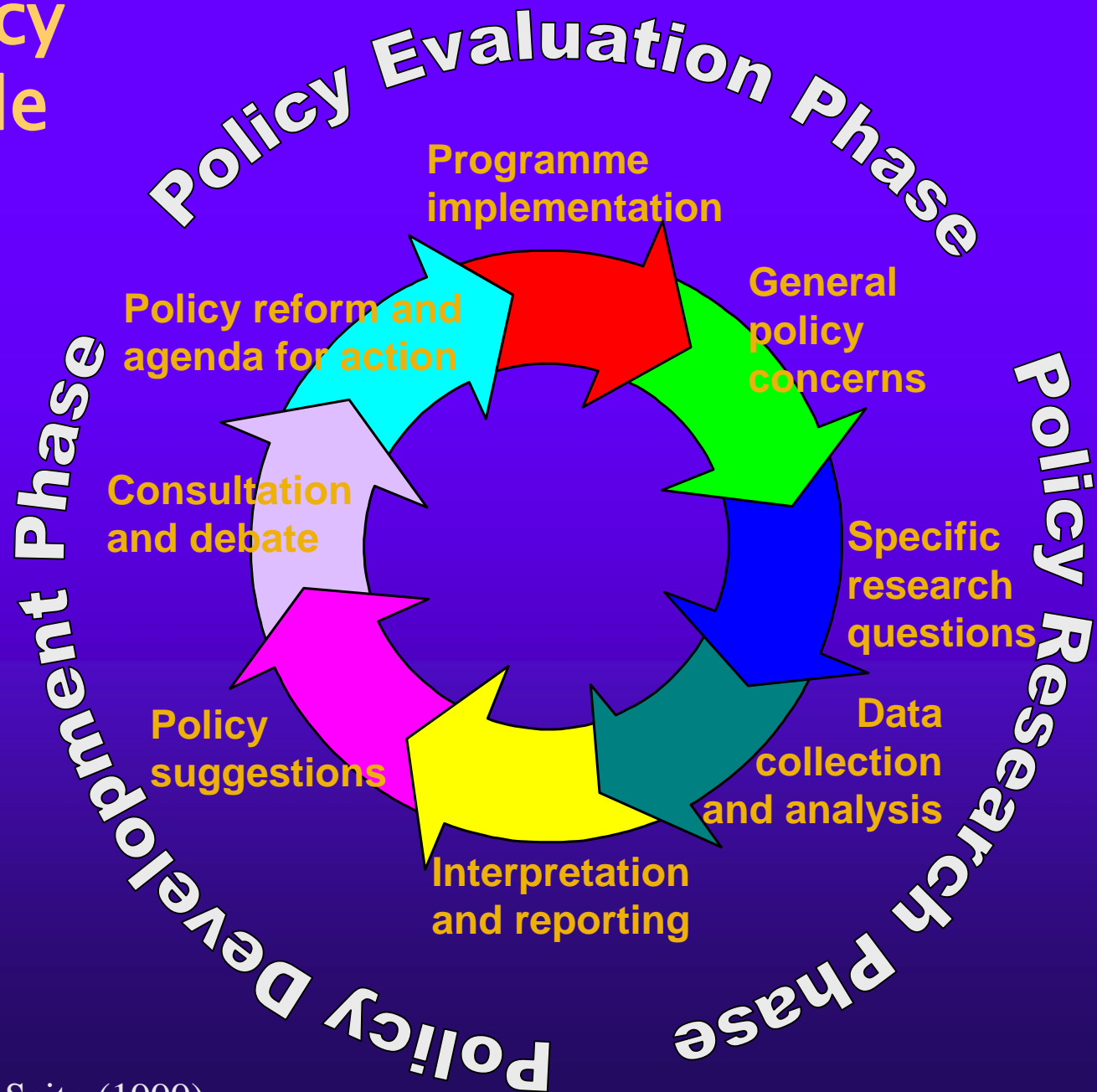
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Reflections

- ◆ How are different models used in various country contexts and how are their results used for decision making purposes?

Policy Cycle



Source: Saito (1999)



Writing policy suggestions

- ◆ “accessible” language by decision-makers
- ◆ Evidence-based
- ◆ Be realistic.
- ◆ Connecting back to the original policy concerns
- ◆ Hold someone accountable: “**The (*Responsible Person or Unit in the Ministry*) should (*specific action*).**”
- ◆ Example: “The Permanent Secretary should establish a Task Force consisting of experienced teachers and reading specialists in order to examine the provision and content of readers at the Grade 6 level.”

Classifying policy suggestions by type of actions

- ◆ **1. Consultation with staff, community and experts**
- ◆ **2. Reviews of existing planning and policy procedures:**
- ◆ **3. Data collection for planning purposes**
- ◆ **4. Educational research**
- ◆ **5. Investment in infrastructures and resources:**

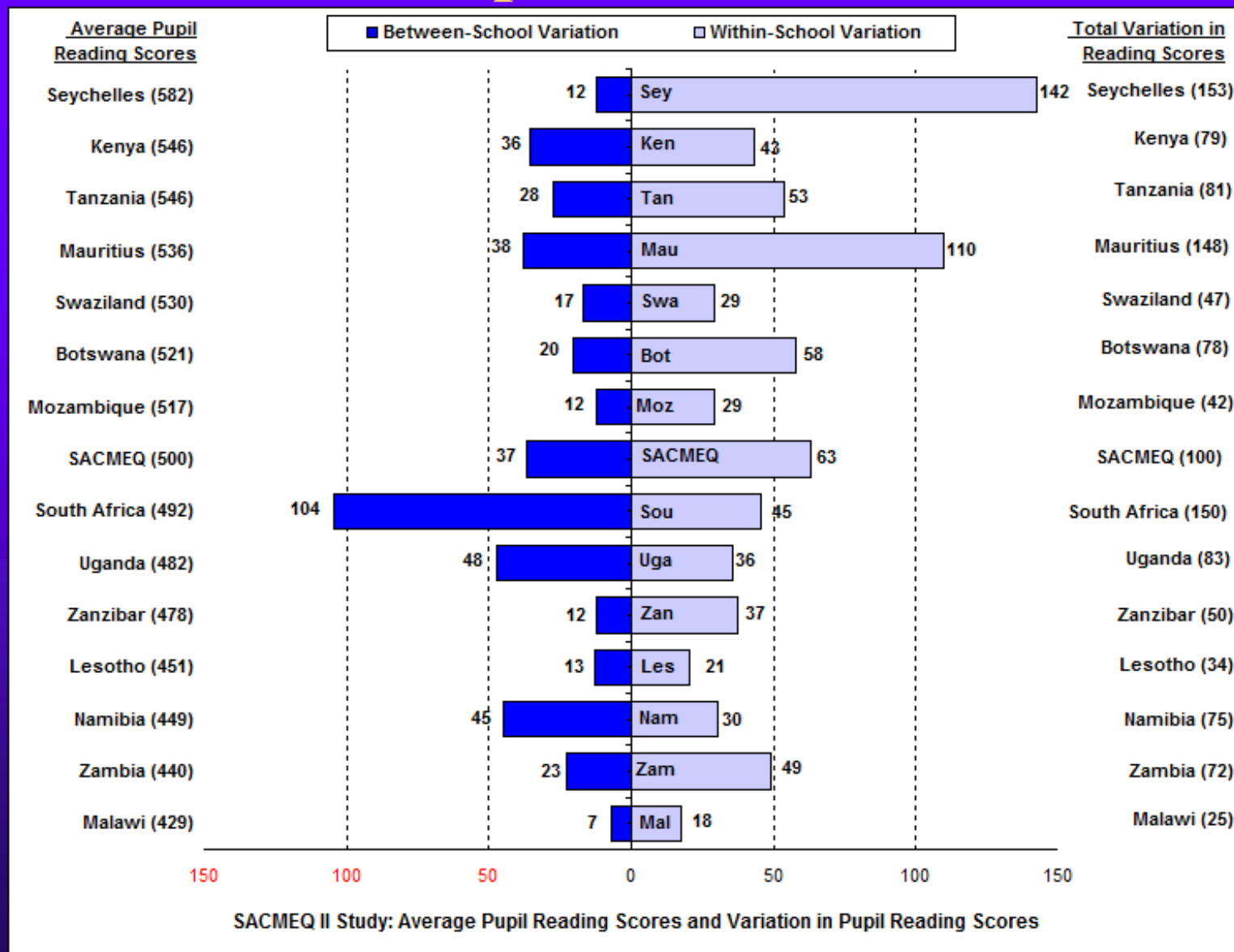
Shorter-term &
Less costly



Longer-term &
More costly



SACMEQ example



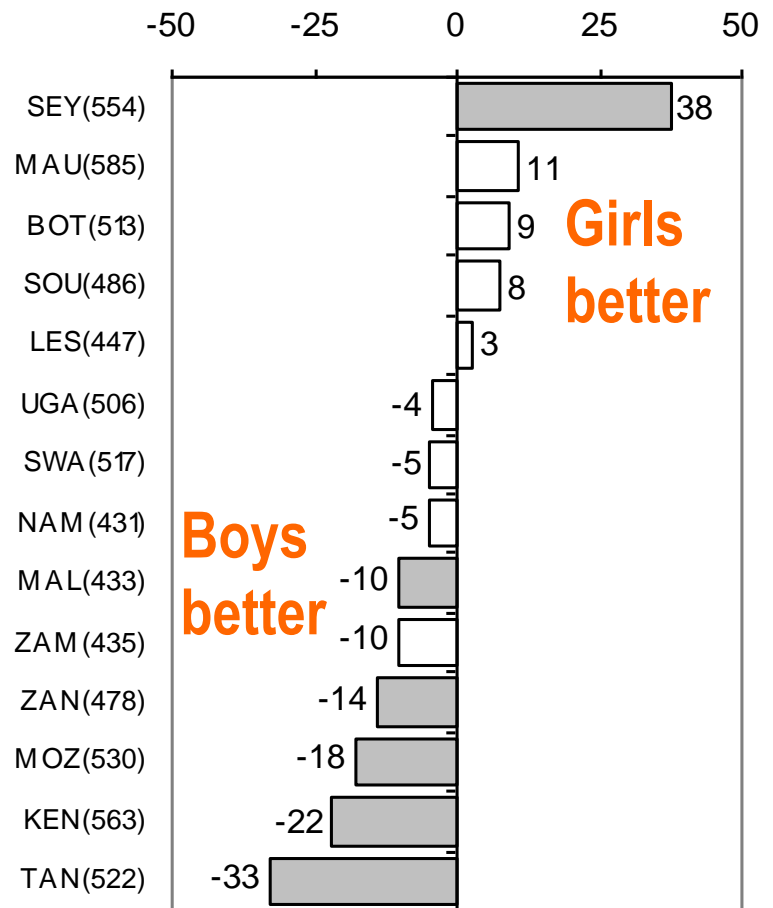
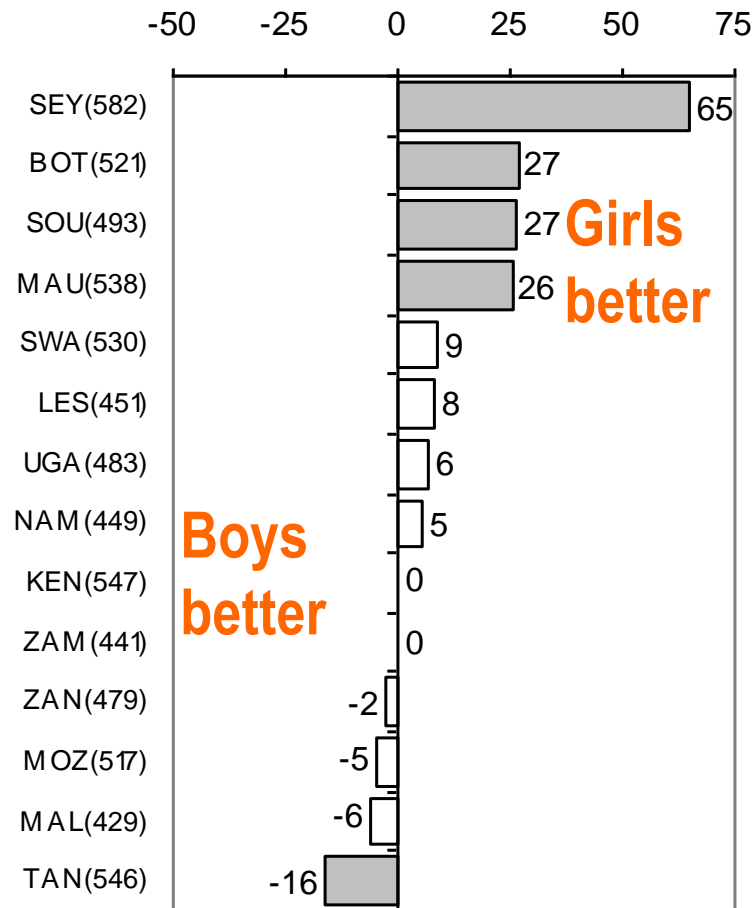
Source: Dolata et al (2004)



Gender Differences in Achievement

Reading

Mathematics



Source: Saito (2004)

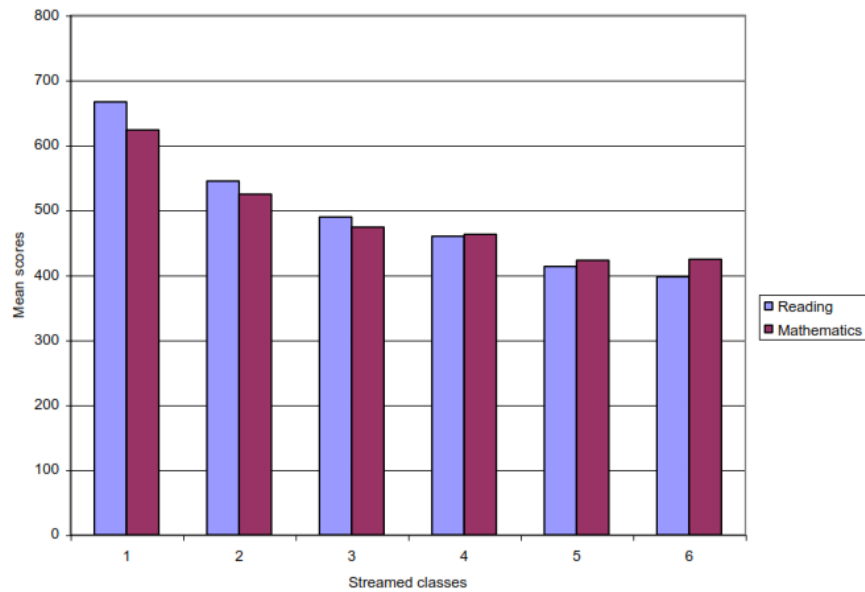


Figure 3: Variation between streams

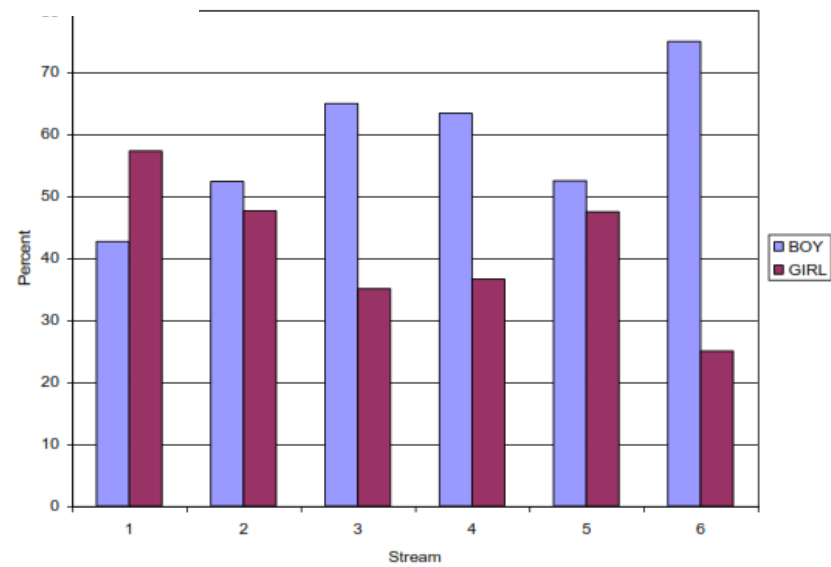


Figure 4: Boys and girls by stream

Sources: Lest et al (2002);
Lest (2005)



Example policy suggestion from Seychelles

- ◆ **Seychelles:** The Ministry of Education should enlist the help of the head teachers and teachers to implement a policy against streaming and to develop strategies to promote mixed-ability teaching in the primary school.

Which category does it belong to?

- Consultation
- Review policy
- Small scale data collection
- Educational research
- Investment



Policy Actions

Consultation and debate

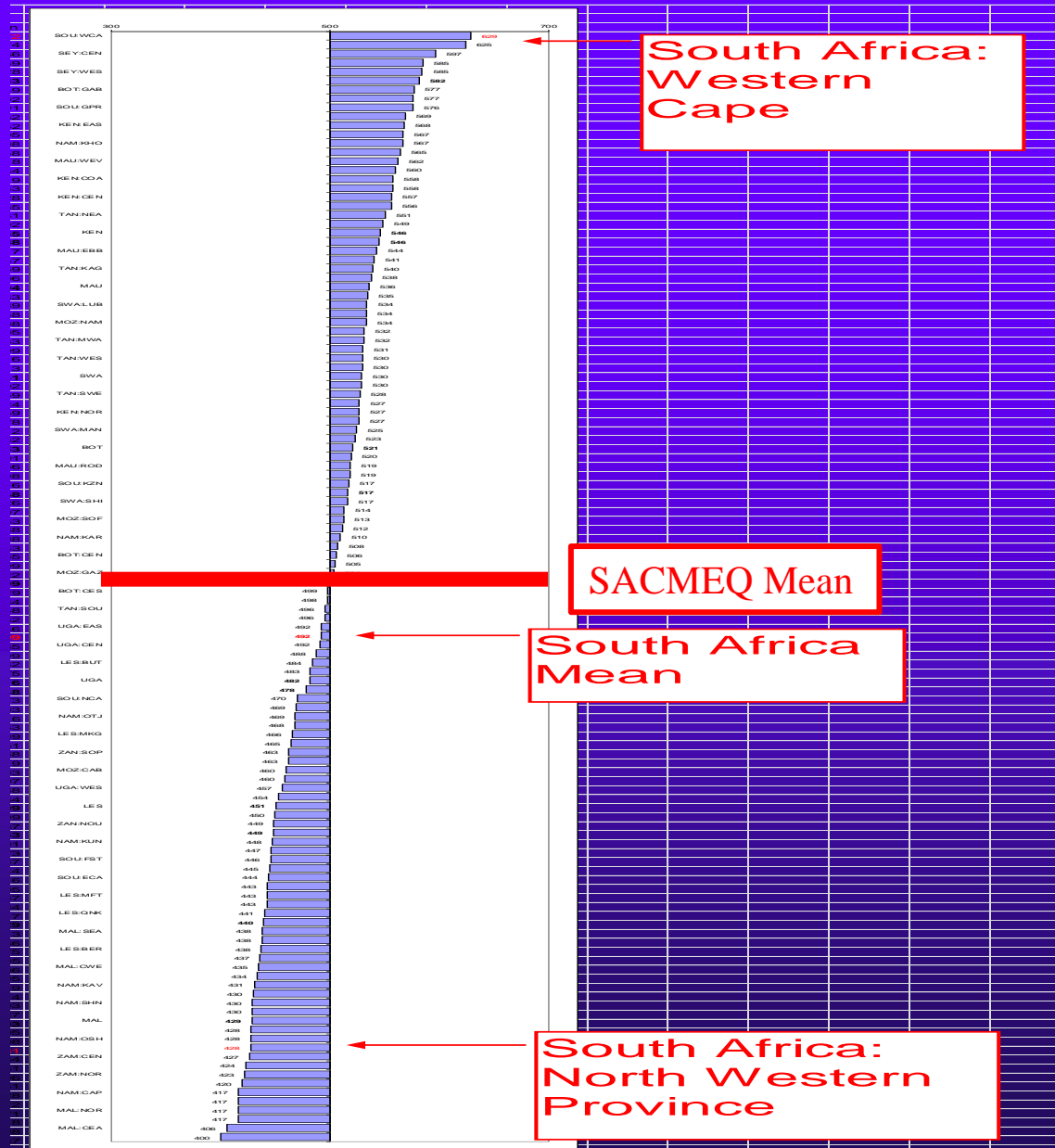
- Consultation with the Minister
- Cross-national comparison as the 'energizer'
- More dialogue with teachers & school heads

Policy reform

- Set up a 'de-streaming working committee'
- Formulate a policy memorandum
- Develop a plan to implement the policy

- ◆ Implementation of the de-streaming policy at Grade 1

Variation between regions in entire SACMEQ





Policy suggestion from South Africa

- ◆ South Africa: The Heads of Education in the provinces should monitor and accelerate the process of equitable distribution of educators and reading materials across all school locations to redress the identified rural/urban inequalities in reading performance.

Which category does it belong to?

Types of policy impact

- ◆ Improved research capacity of planners
- ◆ Public awareness of the issues
- ◆ Inputs to a general review of policy
- ◆ Preparation of a reform programme
- ◆ Reform of (a) intended curriculum; (b) implemented curriculum
- ◆ Improved resource reallocation
- ◆ Monitoring the effects of an intervention
- ◆ Helping donors identify aspects of the education system in need of support
- ◆ Wider social benefits in other sectors

Case of Vietnam Grade 5 National Assessment (2001)

- ◆ The first national survey of educational achievement
- ◆ Major policy research questions posed by the officials of the Ministry of Education
- ◆ Tests covered both the old and new curricula
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- ◆ Instruments developed by the National Institute for Educational Science (NIES) – former NIESAC.

Vietnam	Schools	Pupils	Teachers	School Heads
Planned	3639	73200	7278	3639
Achieved	3636	72660	7178	3631
% Response	99.89	99.26	98.63	99.48



Policy Debate Part 1 (30 minutes)

- ◆ Each group takes a research question.
- ◆ Read the respective section and write a policy suggestion (10 minutes).
- ◆ Discuss in your group to come to a consensus of a set of policy suggestions (10 minutes).
- ◆ Classify each policy suggestion by type of action (5 minutes).
- ◆ Write policy suggestions grouped by the type on the flip chart, and place on the wall (5 minutes).

1. What was the level of achievement of Grade 5 pupils overall and in the various domains of reading and mathematics? What was the level of Grade 5 teachers in reading and mathematics?

- a) *What percentages of pupils reached the different skill levels in reading and mathematics?*
- b) *What percentages of pupils reached benchmark levels in reading and mathematics?*
- c) *What were the total scores by region and province?*
- d) *What were the differences in achievement between: i) pupils on isolated, rural, and urban schools; ii) boys and girls; and iii) different socio-economic groups?*
- e) *Were the pupils 'elite' (upper 5%) performances similar in different regions and socio-economic groups? To What extent did the performance 'tails' (bottom 5%) differ across regions and socio-economic groups?*
- f) *What were the relationships between teachers and pupils performance on the tests of reading and mathematics?*

Policy Debate Part 2 (70 minutes)

- ◆ Each group takes a role (1) curriculum development department, (2) teacher union, (3) parents association, (4) provincial educational planners, (5) development partners, (6) planning department,
- ◆ 1 member from each team remains as a Researcher; others walk around to different posters and make comments (5 minutes per station = 25 minutes)
- ◆ Back to the group: Amend the policy suggestions and/or priority (10 minutes)
- ◆ Each group reports to the Honorable Minister of Education (Dr Le) and Honorable Minister of Finance (Ramya) (5 minutes per group = 30 minutes)
- ◆ Response from the Honorable Minister of Education and the Honorable Minister of Finance (5 minutes).



Actual policy suggestions made

- ◆ The MOET might wish to consider the introduction of curriculum and assessment frameworks and benchmarks written in criterion referenced (profile) format. This can be done as the new curriculum is introduced. This will encourage a competency-based developmental interpretation of pupil performances.
- ◆ The MOET might wish to use developmental assessment procedures to plan intervention programs for specific groups of pupils and teachers.

Source: World Bank (2004)



Actual policy suggestions made (Continued)

- ◆ The MOET might wish to consider the introduction of performance monitoring programs at province and district level in which school, district and province level performances are monitored against competency levels and benchmarks.
- ◆ The MOET might wish to consider for district and provincial officers specific training in techniques for monitoring and intervention against competency levels and benchmarks.

Source: World Bank (2004)



Actual policy suggestions made (Continued)

- ◆ The MOET might wish to consider accelerating the shift in the primary school reading curriculum to ensure that more pupils are adequately prepared for wider range of genre encountered in secondary school learning materials.
- ◆ The MOET might wish to consider urgent action for schools in low performing regions where isolation and poverty combine to align with low competency levels.

Source: World Bank (2004)

Actual policy suggestions made (Continued)

- ◆ The MOET might wish to consider urgent intervention plans for teachers and pupils with lower performance levels, especially in regions where the combined effect of isolation and poverty are linked with low teacher skills.

Source: World Bank (2004)



Actual actions taken

- ◆ See presentation by Dr. Le on Thursday.



- ◆ To apply for the IIEP's Advanced Training Programme for Educational Planning and Management: 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