

STRENGTHS

The Evaluation and Assessment Framework

- The education sector is governed by a goal- and result-oriented steering system
- Data on school and system performance are monitored and reported transparently
- Evaluation and assessment build on teacher professionalism
- Students have a strong voice in evaluation and assessment

Student Assessment

- Sweden has a balanced approach to student assessment with a strong focus on classroom-based assessment
- Performance-based national assessments cover a broad range of curriculum goals
- Teachers' scoring of national assessments has a number of advantages
- There is a firm foundation for formative assessment

Teacher Appraisal

- Teachers are trusted professionals with a high degree of autonomy
- Teachers are keen to receive professional feedback
- The individual-based pay system has the potential to improve teacher performance
- Feedback by students contributes to the improvement of teaching practices

School evaluation

- Schools receive rich feedback on their performance from a range of sources
- School capacity to use feedback is supported by tools and training for self-evaluation
- The Inspectorate provides incentives for schools to use evaluative feedback
- There is strong potential in the municipal management and evaluation of schools

System evaluation

- There is ongoing work to clarify standards and collect meaningful indicators against these
- Key players in system evaluation have strong professional competencies and collaboration among them is growing
- Channels exist to feed results from the national monitoring system back into policy and practice

CHALLENGES

The Evaluation and Assessment Framework

- There is no explicit national strategy or framework for evaluation and assessment
- Some elements of evaluation and assessment are not sufficiently articulated
- The evaluation and assessment system lacks an externally credible measure of learning outcomes
- There are large variations in the implementation of evaluation and assessment policies at the local and school level
- There is room to strengthen knowledge management and improve links to classroom practice

Student Assessment

- There are concerns about inequities in teacher grading and scoring of national tests
- There are limits to the use of national tests to diagnose student needs
- Teacher training for assessment competencies is still limited
- The integration of formative assessment in day-to-day practice could be further developed

Teacher appraisal

- There is no shared understanding of what counts as accomplished teaching
- The absence of career opportunities undermines the role of teacher appraisal
- Teachers have few opportunities for feedback

- There are missing links between teacher appraisal, professional development and school development
- Linking students' feedback to teachers' pay raises concerns

School evaluation

- There is room to optimise the integration of internal and external school evaluation
- School inspections need to strike a balance between legal and professional aspects
- School rankings can potentially have a negative impact on school practices
- The evaluation capacities of municipalities are highly variable

System evaluation

- There are concerns about the reliability of national test results as a measure of system performance
- The collection, presentation and analysis of education data could be further improved
- Evaluation components need to be built systematically into new education policy initiatives

POINTERS FOR FUTURE POLICY DEVELOPMENT

The Evaluation and Assessment Framework

- Develop a strategic plan for evaluation and assessment and sustain efforts to improve capacity
- Explore different options to reliably monitor the achievement of national learning goals
- Increase the clarity of goals and provide support for effective assessment practice
- Enhance knowledge management and ensure that data feed back into classroom practice

Student assessment

- Strengthen reliability and generalisability of the national assessments
- Invest in teacher professional development for assessment competencies
- Develop tools to support teachers in student assessment
- Strengthen short-cycle, classroom-based formative assessment

Teacher appraisal

- Develop national professional standards for teaching
- Create a common career structure and introduce a system of teacher registration to determine career-progression
- Strengthen teacher appraisal for improvement (developmental appraisal) and reinforce links between teacher appraisal, professional development and school development
- Articulate teacher appraisal and school evaluation

School evaluation

- Analyse the efficiency of inspections and consider new approaches to inspection
- Build on the strengths of school internal quality management approaches
- Support municipalities in their school evaluation role
- Prevent unintended consequences of school rankings

System evaluation

- Further build capacity for system evaluation at the central and municipal levels
- Improve mobilisation of existing information within the system
- Explore ways to more reliably monitor educational outcomes at the system level

FURTHER READING

This summary of strengths, challenges and recommendations is drawn from *OECD Reviews of Evaluation and Assessment in Education: Sweden*, published in February 2011.

The full Country Note and further information about the *OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes* are available on the project's website: www.oecd.org/edu/evaluationpolicy.