

### STRENGTHS

#### ***The Evaluation and Assessment Framework***

- Strong political will to create a national framework for evaluation and assessment
- Enhanced competence goals, regulations and tools to support evaluation and assessment practice
- Local ownership and networking contribute to building collective responsibility for evaluation and assessment

#### ***Student Assessment***

- Norway is developing a balanced approach to assessment with teacher judgement playing a key role
- A set of professional learning opportunities aim to build assessment capacity across the system
- Formative assessment is a priority on the national agenda
- There is a focus on student voice and participation in assessment

#### ***Teacher Appraisal***

- Teachers are trusted professionals and are open to feedback on their work
- School leaders are receiving training related to teacher appraisal
- More attention is given to mentoring and guidance for newly-employed teachers
- Feedback from students is seen as an important element of formative teacher appraisal

#### ***School Evaluation***

- There is a strong sense amongst schools of taking responsibility for their own agenda
- A range of evidence and methodological tools are available to support school self-evaluation
- The legal and policy requirements for locally-driven accountability have been strengthened
- There are developments to bring an element of external review to complement self-evaluation

#### ***System Evaluation***

- Strong monitoring and reporting on the system drawing on a wide evidence base
- A new thematic focus for nationwide inspections
- Basic philosophy to monitor and evaluate the implementation of national initiatives
- Requirements for local system monitoring and efforts to build evaluation capacity at the local level

### CHALLENGES

#### ***The Evaluation and Assessment Framework***

- There is room to clarify reference points and criteria for quality in evaluation and assessment
- The evaluation and assessment framework needs to be completed and be made coherent
- There are variations in capacity for implementing the evaluation and assessment framework

#### ***Student Assessment***

- The competence goals are not perceived as specific enough to guide teaching and assessment
- There are concerns about consistency and fairness of student assessment, grading and reporting
- The purpose and optimal use of national assessments should be clarified further
- Formative assessment needs to be more firmly embedded in regular teaching practice

#### ***Teacher Appraisal***

- There is no shared understanding of what constitutes high quality teaching
- There is no guarantee that all teachers receive appraisal and feedback on their teaching practice
- Teacher appraisal should be more closely linked to teacher professional development and school development
- The absence of career opportunities for effective teachers undermines the role of teacher appraisal

### **School Evaluation**

- There is large variability in the quality and rigour of school evaluation approaches across Norway
- Many schools and school owners struggle to use data effectively for school improvement
- School evaluation needs to focus more strongly on the quality of teaching and learning
- School leadership could play a stronger role in driving quality improvement in schools

### **System Evaluation**

- National outcome measures do not allow the monitoring of changes over time
- Light monitoring of municipalities and limited evaluation capacity at the municipal level
- There is room to further exploit existing system-level information

## **POINTERS FOR FUTURE POLICY DEVELOPMENT**

### **The Evaluation and Assessment Framework**

- Clarify learning goals and quality criteria to guide evaluation and assessment
- Complete the evaluation and assessment framework and strengthen coherence between its components
- Continue to build capacity and partnerships to support effective evaluation and assessment practice

### **Student Assessment**

- Develop clearer and more visible learning goals and criteria to guide student assessment
- Reinforce consistency and fairness in assessment, grading and reporting
- Strengthen clarity in the communication about purposes and uses of national assessments
- Continue to support formative assessment in schools, with particular focus on feedback and student engagement

### **Teacher Appraisal**

- Develop teaching standards to guide teacher appraisal and professional development
- Strengthen teacher appraisal for improvement purposes (developmental appraisal)
- Create a common career structure for teachers linked to a more formal appraisal at key stages of the career
- Ensure appropriate articulation between teacher appraisal and school evaluation

### **School Evaluation**

- Develop a set of national quality standards for guiding the evaluation of core school processes
- Establish stronger national capacity for the external review of schools
- Consider establishing regional school improvement services and build a comprehensive set of tools and advice
- Improve the use of data for school-level evaluation

### **System Evaluation**

- Consider ways to strengthen national measures to monitor improvement over time
- Optimise the reporting and use of system-level data
- Strengthen efforts to both monitor and promote municipal evaluation capacity

## **FURTHER READING**

This summary of strengths, challenges and recommendations is drawn from *OECD Reviews of Evaluation and Assessment in Education: Norway*, published in September 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](http://www.oecd.org/edu/evaluationpolicy).