

STRENGTHS

The Evaluation and Assessment Framework

- There are common references at the national level to provide the basis for evaluation and assessment
- There are good conditions for adapting learning to local needs
- Responsibilities across the evaluation and assessment framework are well articulated
- There is a range of initiatives to strengthen evaluation and assessment in the school system
- There is an “open door” climate among teachers and a good principle of supporting policy work with specific expertise

Student Assessment

- Assessment is seen as part of the professional role of teachers
- An external dimension to assessment was introduced
- There is an increased focus on student outcomes

Teacher Appraisal

- The principle that teachers should be evaluated is widely accepted
- Teacher appraisal is focused on evaluating classroom teaching
- There are some linkages between teacher appraisal and school evaluation
- There are plans to develop teaching standards and a new career system for teachers
- The link between teacher appraisal and pay increments has potential to incentivise high performance

School Evaluation

- External school evaluation is established and it embodies a number of features of best practice
- Schools facing greater challenges benefit from some follow-up
- Classroom observation is part of school evaluation processes and there is a new emphasis on schools’ self-evaluation
- School leadership is promoted in school evaluation

Education System Evaluation

- An Education Indicators Framework is established
- There is a concern to assess the progress of the education system towards pre-established objectives
- The qualitative analysis of thematic reports provides valuable information for system monitoring
- The participation in international surveys is instrumental for system evaluation

CHALLENGES

The Evaluation and Assessment Framework

- The evaluation and assessment framework needs to be completed and made coherent
- There is little attention to equity and inclusion in the evaluation and assessment framework
- The Framework Education Programmes are not perceived as specific enough to guide teaching and assessment
- It is unclear that the students are at the centre of the evaluation and assessment framework
- There is a need to strengthen competencies for evaluation and assessment across the system
- The articulation between levels of government and the support from the centre are limited

Student Assessment

- Approaches to learning and assessment remain markedly traditional
- Assessment for learning is not systematically used in Czech schools and summative assessment raises some concerns
- There is limited consistency of student assessment across schools and classes
- The national standardised tests entail a range of limitations and risks
- Multiple purposes to school-leaving examinations raise some concerns
- The information reported to parents and legal guardians is narrow

Teacher Appraisal

- There is currently no shared understanding of what constitutes high quality teaching
- Teacher appraisal is not systematically implemented and there is little tradition for educational leadership in schools
- There are tensions between the accountability and improvement functions of teacher appraisal

- The link between teacher appraisal and rewards is not transparent
- Links between teacher appraisal and professional development could be enhanced

School Evaluation

- External school evaluation seems to have limited emphasis on school improvement
- There is little emphasis on student results/progress
- School self-evaluation needs to be strengthened and the use of data for school development is limited
- There is no full recognition of the role of school leaders and their appraisal is limited

Education System Evaluation

- There is little emphasis on the evaluation of the education system
- The absence of student performance data is a major gap in system monitoring
- There are key information gaps and it is not possible to monitor student outcomes over time and across schools
- System-level information is not fully exploited

POINTERS FOR FUTURE POLICY DEVELOPMENT

The Evaluation and Assessment Framework

- Better articulate learning goals
- Integrate the evaluation and assessment framework and strengthen some of its components
- Further develop some articulations within the evaluation and assessment framework
- Develop evaluation and assessment capacity across the school system
- Improve the articulation between levels of government and assure support from the centre

Student Assessment

- Develop educational standards covering student learning objectives prior to developing national standardised tests
- Limit the undesired effects of national standardised tests
- Develop a broad strategy for student assessment and strengthen the role of formative assessment
- Build teachers' capability for student assessment
- Develop a range of tools at the central level to support teacher-based student assessment
- Put in place moderation processes to ensure the consistency of student summative assessment
- Ensure student assessment is inclusive and provide adequate reporting to students and parents

Teacher Appraisal

- Develop a professional profile or standards for the teaching profession
- Strengthen teacher appraisal for improvement purposes (developmental appraisal)
- Further enhance the role of educational leadership
- Consider establishing a system of teacher certification to determine career progression

School Evaluation

- Strengthen external school evaluation
- Improve the alignment between external and self-evaluation and raise the profile of self-evaluation
- Give stronger emphasis to the follow-up to external evaluation
- Improve the capacity of schools to engage in school evaluation and the instructional leadership of school principals
- Strengthen the evaluation of school principals

Education System Evaluation

- Raise the profile of system evaluation within the evaluation and assessment framework
- Develop national student performance data for system monitoring
- Prioritise efforts to meet information needs for national monitoring
- Strengthen the role of regions and municipalities in quality improvement
- Optimise the reporting and use of system-level data

FURTHER READING

This summary of strengths, challenges and recommendations is drawn from *OECD Reviews of Evaluation and Assessment in Education: Czech Republic*, published in January 2012.

The full Country Review report 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.