

STRENGTHS

The evaluation and assessment framework

- There has been notable progress in granting evaluation and assessment a prominent place in educational policy
- A range of recent initiatives strengthen the evaluation and assessment framework
- There are common references at the national level to provide the basis for evaluation and assessment
- The Comprehensive Reform of Basic Education has the potential to generate lasting improvement in the education system
- There is an emergent emphasis on equity and inclusion among national goals for education
- The principle of transparency in monitoring and publishing results is established
- There is strong capacity at the national level to engage in evaluation and assessment
- There is some guidance and a range of tools at the central level to support evaluation and assessment
- There is a growing involvement of a diverse set of stakeholders in the evaluation and assessment framework

Student assessment

- Teachers are committed to student learning
- A new and comprehensive framework for classroom-based student assessment with an increased emphasis on outcomes is developing
- There is progress in aligning marks to expected learning outcomes
- There is good attention to reducing grade repetition in primary education
- The involvement of parents in their children's learning is being promoted
- Some initiatives foster the development of teacher competencies for student assessment
- The capacity for designing and implementing large-scale assessments is remarkable

Teacher appraisal

- There is general consensus about the need for teacher appraisal at different levels of the system
- There are a range of mechanisms to appraise teachers and recognise good teacher performance
- Significant efforts to develop teaching standards were undertaken
- Teacher appraisal aims at both improvement and accountability
- Teacher appraisal procedures are rooted in some good principles
- The introduction of the National Teaching Post Competition provides greater transparency to teacher recruitment
- There is some support and guidance at the national level
- Informal teacher appraisal practices occur in schools

School evaluation

- Improving school management and creating conditions for strengthened school evaluation has received significant policy attention
- There is a good focus on training in school leadership as a stimulus to self-evaluation and improvement
- School self-evaluation is well supported at federal level
- Existing human resources have considerable potential to evaluate schools and promote improvement
- There are examples of significant developments at state level in school evaluation
- The new management information system (RNAME) has much potential to include both quantitative and qualitative evaluative statements at individual school level

Education system evaluation

- System evaluation is a priority in Mexico
- Policy objectives and indicators to report progress towards them provide a reference for system evaluation
- A comprehensive national statistics and registry system is well established

- Credible system-wide information on student learning outcomes is in place
- A major strength is the autonomous perspective of a national institute dedicated to education system evaluation
- There are significant efforts to systematically undertake programme evaluations

CHALLENGES

The evaluation and assessment framework

- The evaluation and assessment framework needs to be completed and made coherent
- The governance of the evaluation and assessment framework raises some concerns
- There is room to strengthen the improvement function of evaluation and assessment
- Links to classroom practice are not clearly established
- It is unclear that the students are at the centre of the evaluation and assessment framework
- There is a narrow conception of evaluation and assessment
- The alignment between the curricular reform and evaluation and assessment is still at an early stage of development
- There is a need to strengthen competencies for evaluation and assessment across the system

Student assessment

- There is a need to change the culture of teaching
- Teaching to the test is prevalent across the school system
- There is an excessive reliance on multiple-choice tests
- The National Assessment of Academic Achievement in Schools (ENLACE) has too many objectives
- Teachers have a narrow approach to teaching and formative assessment
- Marking practices lack pedagogical significance
- Instruments for reporting marks need further improvement
- Student assessment leads to little interaction among teachers
- There is a lack of consistency of student assessment across schools and classes
- There are limited capacities at the state and local levels to support classroom-based assessment
- Making assessment inclusive for students remains a challenge

Teacher appraisal

- There is currently no shared understanding of what constitutes good quality teaching
- The overall framework for teacher appraisal is complex and fragmented
- The improvement of teaching quality is not at the centre of teacher appraisal
- The use of student standardised assessments in teacher appraisal raises a range of concerns
- Teacher appraisal does not offer the same opportunities for all teachers
- Teacher appraisal is not embedded in a clearly defined teacher career structure
- There are missing links between teacher appraisal, professional development and school development
- School leaders play a limited role in teacher appraisal, which reflects the relative absence of a tradition of educational leadership in schools
- There is limited involvement of state educational authorities in teacher appraisal
- Linkages between school-based (informal) teacher appraisal and centrally-managed teacher appraisal are not established and there is no articulation between teacher appraisal and school evaluation
- Incentive systems based on monetary rewards entail risks

School evaluation

- There is no permeating culture of school evaluation
- A comprehensive system of school evaluation is lacking, including a meaningful approach to external school evaluation
- School self-evaluation practices remain incipient
- There is a current lack of reporting on qualitative aspects of schools' work
- Student outcomes published at the school level are not contextualised
- Schools have limited autonomy

- Accountability of states for the provision of quality education is scarce
- School directors' work is too focused on ensuring compliance with administrative requirements
- The appraisal of school leaders is not adequate

Education system evaluation

- There is room to strengthen the use of system-level information
- The internal accountability of states is limited
- Ensuring the continued relevance of the EXCALE assessments requires further improvements
- Thematic studies require further development
- Some data gaps remain in the national monitoring system
- Programme evaluation is not yet sufficiently systematic

POINTERS FOR FUTURE POLICY DEVELOPMENT

The evaluation and assessment framework

- Sustain efforts to strengthen evaluation and assessment
- Adjust the governance of the evaluation and assessment framework
- Place greater emphasis on the improvement function of evaluation and assessment
- Integrate the evaluation and assessment framework
- Strengthen some of the components of the evaluation and assessment framework
- Further develop some articulations within the evaluation and assessment framework
- Commit significant resources to align the evaluation and assessment framework with the Comprehensive Reform of Basic Education (RIEB)
- Build on some key policy levers to effectively implement evaluation and assessment
- Significantly invest in evaluation and assessment capacity development across the school system

Student assessment

- Ensure a coherent and comprehensive strategy for the RIEB implementation
- Consolidate teachers' command of learning and formative assessment
- Develop a new approach to marking
- Develop a sound strategy for strengthening teachers' capacities for student assessment
- Redesign and strengthen the role of supervisors
- Promote the formative use of standardised student assessments
- Develop a more articulated and coherent framework for external assessment
- Develop strategies to address the detrimental effects of ENLACE
- Ensure student assessment is inclusive
- Improve reporting to students and parents

Teacher appraisal

- Consolidate teacher appraisal: draw on what has been achieved and develop a medium-term vision
- Implement teaching standards to guide teacher professional development and teacher appraisal
- Establish an independent body to govern the teaching profession
- Create a teacher career structure with distinct pathways and salary steps
- Aim for a greater balance in the long term between the summative and the formative functions of teacher appraisal
- Ensure states are actively engaged in the design and implementation of teacher appraisal
- Develop capacity at the local level to engage in teacher appraisal and prepare teachers for their appraisal
- Build pedagogical leadership capacity and give school leaders a role in teacher appraisal
- Connect teacher appraisal to school evaluation

School evaluation

- Develop a long-term plan and take action to introduce a comprehensive and objective system of school evaluation
- Ensure that self-evaluation permeates the system, is adopted as common practice in all schools and is supported through staff development to be an effective and significant part of school improvement
- Shift the focus of school directors' work towards learning and improvement, and redefine school director standards
- Develop a detached system of school leadership appraisal
- Redefine, in the shorter term, the role of supervisor in order to stimulate greater focus on their support to schools for self-evaluation and to include an external evaluation component
- Create conditions for greater autonomy in schools and develop and intensify accountability at all levels in the education system
- Report at all levels on the quality of schools in ways which are supportive but have impact for schools and for policy makers at state and federal levels
- Expand the school information system to include more, and more sophisticated, quantitative data and, in due course, qualitative statements
- Make meaningful comparisons across schools if student assessment results are published at the school level
- Ensure that good practice in all aspects of school activities is gathered and made available to professional staff

Education system evaluation

- Optimise the reporting and use of system-level data to inform policy and practice
- Build evaluation and assessment capacity at the state level
- Continuously review EXCALE and ensure its relevance in relation to national education goals
- Develop thematic evaluations as a key element of education system evaluation
- Respond to information gaps in the national monitoring system
- Ensure systematic programme evaluations and follow-up

FURTHER READING

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