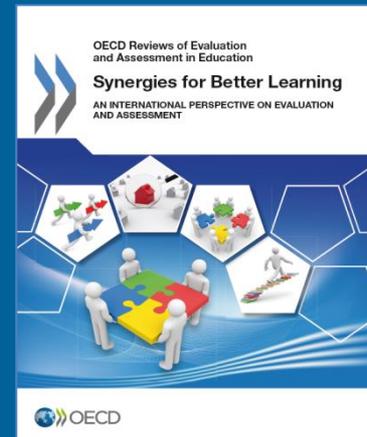




OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes

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Using student assessment to promote equity in education and meet the needs of diverse students



2nd Policy Forum on “Strength through Diversity”:
Teachers in Diverse Societies

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OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes (2009-13)

Purpose: How can evaluation and assessment improve quality and equity?

Scope: Evaluation and assessment at student, teacher, school and system level

Focus: National approaches in primary and secondary education

Methodology: OECD country reviews, country background reports, qualitative data collection, literature reviews, final synthesis report

Participation: 29 education systems participated in the project



Outline of presentation

- 1. Formative assessment:** Using assessment to differentiate teaching and learning
- 2. Summative assessment:** Giving all students the chance to demonstrate what they know and can do irrespective of their background
- 3. System monitoring:** Using assessments to monitor how education systems meet the needs of diverse groups of students



Using assessment to differentiate teaching and learning

What?

- Benefits of using assessment results to inform teaching and learning and help teachers identify individual learner needs
- A strong central commitment to formative assessment
 - Central policy frameworks for formative assessment
 - Use of large-scale assessments with no stakes for students



Using assessment to differentiate teaching and learning

How to support the effective implementation of formative assessment in schools and classrooms?

- Develop a **comprehensive assessment system** where each assessment is fit for purposes
- Develop **teachers'** understanding of and skills for formative assessment
- Build **students'** capacity to engage in their own assessment



Giving all students the chance to demonstrate what they know and can do

What?

- Summative assessment and reporting remain important at key stages of schooling in all countries
- But assessments can be biased against certain groups of students (e.g. gender, ethnicity, language, special needs)
 - Irrelevant context (e.g. linguistic complexity)
 - Content validity (i.e. choice of knowledge and skills)
 - Item selection (i.e. including one item rather than another)
 - Choice of format (e.g. multiple choice)



Giving all students the chance to demonstrate what they know and can do

How to ensure that summative assessment is fair and inclusive for all students?

- Develop inclusive **teacher assessment practices**
- Review content and format of **standardised assessments** for potential bias
- Use a **range of assessment formats** and tasks
- Learn from **innovative approaches** to authentic assessments



Using assessments to monitor how education systems meet the needs of diverse students

What?

- National educational measurement well established in the majority of systems
- By the late 1990s, all OECD countries had participated in an international student assessment
- Potential of monitoring equity of results and goal achievement at the system level



Using assessments to monitor how education systems meet the needs of diverse students

How to support system-level monitoring of equity?

- Monitor student performance and progress across specific groups of students against common educational standards
- Ensure that key performance indicators are systematically disaggregated for different groups of student
- Ensure the collection of basic demographic data for schools and students
- Address tensions between accountability and monitoring function of assessments



Find out more

All materials from the OECD Review

www.oecd.org/edu/evaluationpolicy

THANK YOU!

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Using assessment to differentiate teaching and learning

Existence of central frameworks for formative assessment (ISCED 1-3), 2012

| | Australia | Austria | Belgium (Fl.) | Belgium (Fr.) | Canada | Chile | Czech Republic | Denmark | Estonia | Finland | France | Hungary | Iceland | Ireland | Israel | Italy | Korea | Luxembourg | Mexico | Netherlands | New Zealand | Norway | Poland | Portugal | Slovak Republic | Slovenia | Spain | Sweden | UK (Northern Ireland) |
|-----------------|------------|---------|---------------|---------------|---------|-------|----------------|-----------|-----------|---------|--------|---------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-------------|-------------|-----------|------------|------------|-----------------|-----------|------------|--------|-----------------------|
| Upper secondary | Light blue | | | Dark blue | Striped | | | Dark blue | Dark blue | | | | | | | Dark blue | Dark blue | Dark blue | Dark blue | | Dark blue | Dark blue | Dark blue | Light blue | | Dark blue | Dark blue | | Dark blue |
| Lower secondary | Dark blue | | | Dark blue | Striped | | | Dark blue | Dark blue | | | | Dark blue | | Dark blue | Dark blue | Dark blue | Dark blue | Dark blue | | Dark blue | Dark blue | Light blue | Light blue | | Dark blue | Light blue | | Dark blue |
| Primary | Dark blue | | | Dark blue | Striped | | | Dark blue | Dark blue | | | | Dark blue | Dark blue | | Dark blue | Dark blue | Dark blue | Dark blue | | Dark blue | Dark blue | | Dark blue |
| Country | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Notes: Light blue = general programmes only; dark blue: all programmes; striped pattern: varies across educational jurisdictions

Source: Information collected from countries participating in the Review



Using assessment to differentiate teaching and learning

Existence of standardised central assessments with no stakes for students (ISCED 1-3), 2012

| Country | Primary | Lower secondary | Upper secondary |
|-----------------------|-----------------|-----------------|-----------------|
| Australia | Dark blue | Light blue | |
| Austria | Dark blue | Dark blue | |
| Belgium (Fl.) | Dark blue | Crossed pattern | Crossed pattern |
| Belgium (Fr.) | Dark blue | Light blue | Dark blue |
| Canada | | Crossed pattern | |
| Chile | Dark blue | | Dark blue |
| Czech Republic | | | |
| Denmark | Dark blue | Dark blue | |
| Estonia | Crossed pattern | | |
| Finland | Crossed pattern | Crossed pattern | |
| France | Dark blue | Crossed pattern | |
| Germany | Crossed pattern | Crossed pattern | |
| Greece | | | |
| Hungary | Dark blue | Dark blue | Dark blue |
| Iceland | Dark blue | Dark blue | |
| Ireland | Crossed pattern | | |
| Israel | Dark blue | Dark blue | |
| Italy | Dark blue | Dark blue | Dark blue |
| Japan | Dark blue | Dark blue | |
| Korea | Dark blue | Dark blue | Dark blue |
| Luxembourg | Dark blue | Dark blue | |
| Mexico | Dark blue | Dark blue | Dark blue |
| Netherlands | Crossed pattern | Crossed pattern | |
| New Zealand | Crossed pattern | Crossed pattern | |
| Norway | Dark blue | Dark blue | |
| Poland | Dark blue | | |
| Portugal 1 | | | |
| Slovak Republic | | Light blue | |
| Slovenia | Dark blue | Dark blue | |
| Spain | | | |
| Sweden | Dark blue | Dark blue | Dark blue |
| Turkey | Crossed pattern | Crossed pattern | |
| UK (England) | Dark blue | | |
| UK (Northern Ireland) | Dark blue | | |
| UK (Scotland) | | | |
| United States | Crossed pattern | Crossed pattern | Crossed pattern |

Notes: Light blue = general programmes only; dark blue = all programmes; crossed pattern: sample-based only.

Source: OECD (2012), complemented with information collected from countries participating in the Review



Giving all students the chance to demonstrate what they know and can do

Existence of central frameworks for internal summative assessment (ISCED 1-3), 2012

| | Australia | Austria | Belgium (Fl.) | Belgium (Fr.) | Canada | Chile | Czech Republic | Denmark | Estonia | Finland | France | Hungary | Iceland | Ireland | Israel | Italy | Korea | Luxembourg | Mexico | Netherlands | New Zealand | Norway | Poland | Portugal | Slovak Republic | Slovenia | Spain | Sweden | UK (Northern Ireland) |
|-----------------|-----------|-----------|---------------|---------------|---------|-----------|----------------|-----------|------------|-----------|-----------|-----------|---------|-----------|------------|-----------|-----------|------------|-----------|-------------|-------------|--------|-----------|------------|-----------------|-----------|------------|--------|-----------------------|
| Upper secondary | Dark Blue | Dark Blue | White | White | Striped | Dark Blue | White | Dark Blue | Light Blue | Dark Blue | Dark Blue | Dark Blue | White | Dark Blue | Light Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | White | Dark Blue | Light Blue | White | Dark Blue | Dark Blue | White | White |
| Lower secondary | Dark Blue | Dark Blue | White | White | Striped | Dark Blue | White | Dark Blue | Light Blue | Dark Blue | Dark Blue | Dark Blue | White | Dark Blue | White | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | White | Dark Blue | Light Blue | White | Dark Blue | Light Blue | White | Dark Blue |
| Primary | Dark Blue | Dark Blue | White | White | Striped | Dark Blue | White | White | Dark Blue | White | Dark Blue | Dark Blue | White | Dark Blue | White | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | White | Dark Blue | Dark Blue | White | Dark Blue | Dark Blue | White | Dark Blue |
| Country | Australia | Austria | Belgium (Fl.) | Belgium (Fr.) | Canada | Chile | Czech Republic | Denmark | Estonia | Finland | France | Hungary | Iceland | Ireland | Israel | Italy | Korea | Luxembourg | Mexico | Netherlands | New Zealand | Norway | Poland | Portugal | Slovak Republic | Slovenia | Spain | Sweden | UK (Northern Ireland) |

Notes: Light blue = general programmes only; dark blue: all programmes; striped pattern: varies across educational jurisdictions

Source: Information collected from countries participating in the Review



Giving all students the chance to demonstrate what they know and can do

Existence of standardised central examinations (ISCED 1-3), 2012

| Country | Australia | Austria | Belgium (Fl.) | Belgium (Fr.) | Canada | Chile | Czech Republic 1 | Denmark | Estonia | Finland | France | Germany | Greece | Hungary | Iceland | Ireland | Israel | Italy | Japan | Korea | Luxembourg | Mexico | Netherlands | New Zealand | Norway | Poland 1 | Portugal | Slovak Republic 1 | Slovenia | Spain | Sweden | Switzerland | Turkey | UK (England) | UK (Northern Ireland) | UK (Scotland) | United States | | | | |
|-----------------|-----------|---------|---------------|---------------|-----------|-------|------------------|------------|------------|------------|-----------|------------|--------|-----------|---------|-----------|-----------|-----------|-------|-------|------------|--------|-------------|-------------|-----------|------------|-----------|-------------------|----------|-------|--------|-------------|--------|--------------|-----------------------|---------------|---------------|-----------|-----------|-----------|-----------|
| Upper secondary | Dark Blue | | | Dark Blue | Dark Blue | | Dark Blue | Light Blue | Dark Blue | Light Blue | Dark Blue | Light Blue | | Dark Blue | | Dark Blue | Dark Blue | Dark Blue | | | Dark Blue | | | Dark Blue | Dark Blue | Dark Blue | Dark Blue | Dark Blue | | | | | | Dark Blue | Dark Blue | Dark Blue | Dark Blue | | | | |
| Lower secondary | | | | Dark Blue | Dark Blue | | | Dark Blue | Light Blue | | Dark Blue | Light Blue | | | | Dark Blue | | Dark Blue | | | | | Dark Blue | | Dark Blue | Light Blue | Dark Blue | | | | | | | | | Dark Blue | Dark Blue | Dark Blue | Dark Blue | | |
| Primary | | | | Dark Blue | Dark Blue | | | | | | | | | | | | | | | | | | | | | | Dark Blue | | | | | | | | | | | Dark Blue | Dark Blue | Dark Blue | Dark Blue |

Notes: Light blue = general programmes only; dark blue = all programmes; 1. Excludes ISCED 3C programmes at the upper secondary level.

Source: OECD (2012), complemented with information collected from countries participating in the Review



Using assessments to monitor how education systems meet the needs of diverse students

| Student assessments | AUS | AUT | BFL | BFR | CAN | CHL | CZE | DNK | EST | FIN | FRA | HUN | ISL | IRL | ISR | ITA | KOR | LUX | MEX | NLD | NZL | NOR | POL | PRT | SVN | SVK | ESP | SWE | UK-NI |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Full cohort | █ | █ | | █ | | █ | | █ | | | █ | █ | █ | | █ | █ | █ | █ | █ | | | █ | █ | | █ | █ | | █ | █ |
| Sample based | █ | | █ | | █ | | | | █ | █ | █ | | | █ | █ | | | | | █ | █ | | | | | | | | |

| Surveys | AUS | AUT | BFL | BFR | CAN | CHL | CZE | DNK | EST | FIN | FRA | HUN | ISL | IRL | ISR | ITA | KOR | LUX | MEX | NLD | NZL | NOR | POL | PRT | SVN | SVK | ESP | SWE | UK-NI | |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|---|
| Students | █ | █ | █ | █ | █ | █ | | | █ | █ | | █ | █ | █ | █ | | | | | █ | █ | █ | █ | █ | | | | █ | █ | █ |
| Teachers | █ | █ | █ | | █ | █ | | | █ | | | █ | █ | | █ | | | | | | █ | █ | █ | | █ | | | | █ | █ |
| Parents | █ | █ | █ | | | █ | | | | | | █ | █ | █ | | █ | | | | | █ | █ | █ | █ | █ | | | | █ | █ |

| Longitudinal information | AUS | AUT | BFL | BFR | CAN | CHL | CZE | DNK | EST | FIN | FRA | HUN | ISL | IRL | ISR | ITA | KOR | LUX | MEX | NLD | NZL | NOR | POL | PRT | SVN | SVK | ESP | SWE | UK-NI | |
|---------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|--|
| | █ | █ | █ | | █ | █ | | █ | █ | █ | █ | █ | | █ | █ | █ | | █ | █ | █ | █ | █ | █ | █ | █ | | | | | |



Country example: New Zealand

Context:

- Model of evaluation and assessment based on trust in schools and school professionals

Inclusive evaluation and assessment:

- Approaches for monitoring student outcomes in the context of the curriculum and standards used in Māori-medium settings
- Guidance and resources for teachers to develop narrative assessment approaches and Individual Education Programs for SEN students
- Language and literacy tools to provide adequate assessment opportunities for English language learners
- Teacher standards, teacher appraisal and school reviews pay attention to Māori learner needs
- System evaluation collects information on specific groups of students, e.g. Māori and Pasifika students to identify strategies to respond to diverse learner needs