



# Synergies for Better Learning

## An International Perspective on Evaluation and Assessment

### Pointers for Policy Development

This summary of policy options is drawn from the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes, which covered school-level evaluation and assessment policies in 28 countries. The findings of this Review are presented in *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*. Country-specific reports and further documents from the Review are available at [www.oecd.org/edu/evaluationpolicy](http://www.oecd.org/edu/evaluationpolicy).

#### THE EVALUATION AND ASSESSMENT FRAMEWORK: EMBRACING A HOLISTIC APPROACH

##### Governance

- Integrate the evaluation and assessment framework
- Align the evaluation and assessment framework with educational goals and student learning objectives
- Secure links to the classroom and draw on teacher professionalism
- Give a prominent role to independent evaluation agencies
- Promote national consistency while giving room for local diversity
- Integrate the non-public sector in the overall evaluation and assessment framework

##### Design and procedures

- Ensure core components are sufficiently developed within the evaluation and assessment framework
- Establish articulations between components of the evaluation and assessment framework
- Place the students at the centre of the evaluation and assessment framework
- Build on some key principles to effectively implement evaluation and assessment

##### Capacity

- Sustain efforts to improve capacity for evaluation and assessment
- Improve the articulation between levels of authority and assure support from the centre

##### Use of results

- Maintain sound knowledge management within the overall evaluation and assessment framework
- Commit to the use of evidence for policy development

##### Implementation

- Anticipate potential implementation difficulties
- Engage stakeholders and practitioners in the design and implementation of evaluation and assessment policies
- Communicate the rationale for reform
- Use pilots before full implementation and review implementation
- Ensure adequate capacity and sufficient resources

#### STUDENT ASSESSMENT: PUTTING THE LEARNER AT THE CENTRE

##### Governance

- Establish a coherent framework for student assessment
- Develop clear goals and learning progressions to guide student assessment
- Ensure a good balance between formative and summative assessment
- Establish safeguards against an overreliance on standardised assessments
- Share responsibilities for the governance and implementation of assessment frameworks

## **Procedures**

- Draw on a variety of assessment types to obtain a rounded picture of student learning
- Support effective formative assessment processes
- Clarify and illustrate criteria to judge performance in relation to national goals
- Ensure the consistency of assessment and marking across schools
- Promote assessment formats that capture valued key competencies
- Build on innovative approaches developed in particular education sectors
- Tap into the potential of ICT to develop sophisticated assessment instruments
- Ensure that student assessment is inclusive and responsive to different learner needs

## **Capacity**

- Put the learner at the centre and build students' capacity to engage in their own assessment
- Maintain the centrality of teacher-based assessment and promote teacher professionalism
- Identify assessment priority areas for teacher initial education and professional development
- Use teacher appraisal and school evaluation processes to help teachers develop their assessment capacity

## **Reporting and use of results**

- Develop clear reporting guidelines
- Engage parents in education through adequate reporting and communication
- Ensure transparency and fairness when using assessment results for high stakes decisions
- Promote the regular use of assessment results for improvement

# **TEACHER APPRAISAL: ENHANCING TEACHER PROFESSIONALISM**

## **Governance**

- Clarify the purposes of teacher appraisal and ensure that it fits national education objectives
- Resolve tensions between the developmental and accountability functions of teacher appraisal
- Establish a coherent framework for teacher appraisal
- Establish a mandatory probationary period for new teachers
- Consolidate regular developmental appraisal at the school level
- Establish periodic career-progression appraisal involving external evaluators
- Create a teacher career structure with distinct pathways
- Address the challenges of implementation

## **Procedures**

- Establish teaching standards to guide teacher appraisal and professional development
- Use multiple instruments and sources of evidence
- Provide support for effective classroom observations
- Establish safeguards against simplistic use of student results for teacher appraisal
- Ensure that student feedback to teachers is used for formative purposes

## **Capacity**

- Prepare teachers for their role in appraisal processes
- Strengthen the capacity of school leaders for teacher appraisal
- Ensure that designated evaluators are qualified for their role
- Build central expertise to continuously improve teacher appraisal policies and practices

## Use of results

- Ensure that teacher appraisal feeds into professional development and school development
- Establish feedback loops between teacher appraisal systems and initial teacher education
- Establish links between teacher appraisal and career advancement decisions
- Consider the use of non-monetary rewards as a complementary tool to recognise teachers
- Ensure that underperformance is identified and adequately addressed

## SCHOOL EVALUATION: FROM COMPLIANCY TO QUALITY

### Governance

- Clarify the role and purpose of school evaluation within the wider evaluation and assessment framework
- Ensure the focus for school evaluation is the improvement of teaching, learning and student outcomes
- Evaluate and adapt external school evaluation to reflect the maturity of the school evaluation culture
- Raise the profile of school self-evaluation
- Align external school evaluation with school self-evaluation

### Procedures

- Develop nationally agreed criteria for school quality to guide school evaluation
- Develop appropriate resources for school self-evaluation
- Ensure a strong evidence base for external school evaluation and appropriate analysis tools
- Ensure transparency in external school evaluation procedures

### Capacity

- Ensure the credibility of external evaluators and enhance their objectivity and coherence
- Ensure sufficient capacity and retraining as necessary to fit the approach to external school evaluation
- Strengthen school principals' capacity to stimulate an effective school self-evaluation culture
- Promote the engagement of all school staff and students in school self-evaluation
- Promote peer learning among schools

### Reporting and use of results

- Optimise the feedback of nationally collected data to schools for self-evaluation and development planning
- Promote the wider use of the results of external school evaluation
- Ensure the systematic follow-up of external school evaluations
- Report a broad set of school performance measures with adequate contextual information

## THE APPRAISAL OF SCHOOL LEADERS: FOSTERING PEDAGOGICAL LEADERSHIP IN SCHOOLS

### Governance

- Promote the effective appraisal of school leaders within the broader assessment and evaluation framework while giving room for local diversity
- Clarify the purposes of school leader appraisal

### Procedures

- Develop a common leadership framework or set of professional standards for school leaders
- Promote the appraisal of pedagogical leadership together with scope for local adaptation
- Promote the appraisal of school leaders' competencies for monitoring, evaluation and assessment
- Consider school leaders' efforts to distribute leadership and enhance teacher leadership within schools and assume leadership responsibilities beyond their school borders as an integral part of appraisal
- Promote the use of multiple instruments and sources of evidence

## Capacity

- Build capacity for effective school leader appraisal
- Promote school leader appraisal as an opportunity for peer learning

## Use of results

- Ensure school leader appraisal informs professional development
- Consider the development of a career structure and career advancement opportunities to reward successful school leaders

## EDUCATION SYSTEM EVALUATION: INFORMING POLICIES FOR SYSTEM IMPROVEMENT

### Governance

- Ensure a broad concept of education system evaluation within the evaluation and assessment framework
- Ensure policy making is informed by high quality measures, but not driven by their availability
- Situate education system evaluation in the broader context of public sector performance requirements

### Procedures

- Develop a national education indicator framework
- Design a national strategy to monitor student learning standards
- Ensure the collection of qualitative information on the education system
- Assure the monitoring of changes over time and progress of particular student cohorts
- Ensure collection of adequate contextual information to effectively monitor equity

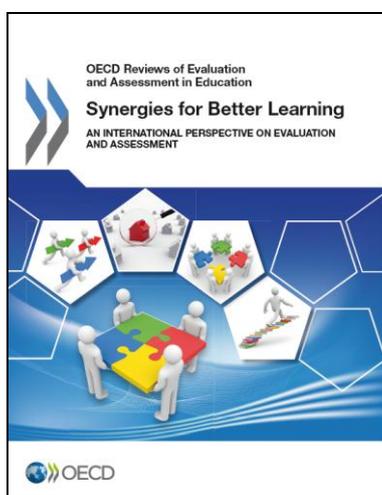
### Capacity

- Establish and secure capacity for education system evaluation
- Promote the development of evaluation capacity at the local authority level
- Ensure objectivity and credibility in education system evaluation activities

### Reporting and use of results

- Strengthen analysis of education system evaluation results for planning and policy development
- Communicate key results of education system evaluation to stakeholders
- Support feedback for local monitoring

## HOW TO OBTAIN THIS PUBLICATION



*OECD Reviews of Evaluation and Assessment in Education*

### **Synergies for Better Learning**

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