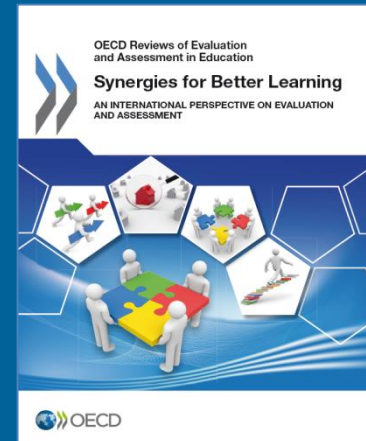# OECD recommendations to develop a coherent evaluation and assessment framework

Synergies for Better Learning:
An International Perspective on Evaluation and Assessment (OECD, 2013)

Claire Shewbridge
OECD Seminar about the OECD recommendations for the development of the education system in Latvia
Riga , 20 May 2016

1. OECD's work on evaluation and assessment policies

The OECD Reviews of Evaluation and Assessment in Education (2009-2013)

OECD Reviews of Evaluation and Assessment in Education: analytical approach

Key components of E&A frameworks

Student assessment
Summative / Formative (Diagnostic)
Internal / External / Mixed

Teacher / School principal appraisal
Completion of probation / Performance management (Registration, regular appraisal, promotion) / Reward schemes

School evaluation
Internal / External / School performance measures

System evaluation
Information for the public and to inform policy / Indicators / Tools to monitor pupil outcomes / qualitative reviews & research

Key questions

Why do we evaluate?
(Purpose and use of results)

What and how do we evaluate?
(Scope and procedures)

*Who is involved?*
(Governance and capacity)

OECD Reviews of Evaluation and Assessment in Education: Synergies for Better Learning (2013)

Analytical phase:

11 literature reviews

26 country background reports

29 Country questionnaire responses

All outputs available at:
www.oecd.org/edu/evaluationpolicy

OECD Reviews of Evaluation and Assessment in Education

Synergies for Better Learning

AN INTERNATIONAL PERSPECTIVE ON EVALUATION AND ASSESSMENT
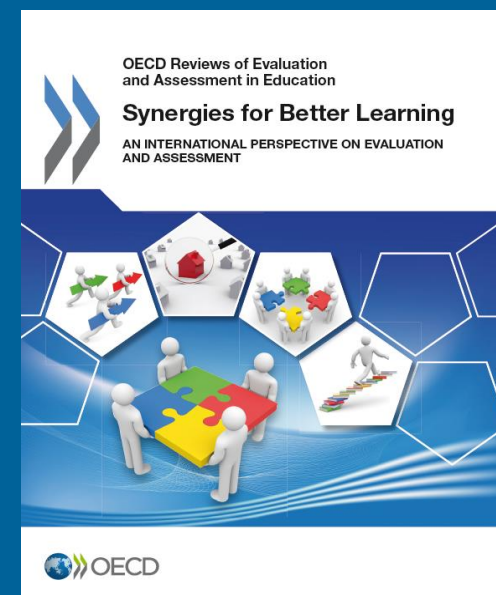
OECD

Read the book online for free:
oe.cd/betterlearning

2. Key components of the evaluation and assessment framework

Trends and developments in OECD countries

Student Assessment: Trends

- Research evidence on the benefits of using assessment results to inform teaching and learning has increased policy attention to formative assessment.

  - 18/29 systems have **central policy frameworks for formative assessment** in place.

- Summative assessment and reporting remain important at key stages of schooling in all countries.

  - 21/29 systems had policy **frameworks for internal summative assessment** in place to ensure transparency in marking and reporting.

- Concerns about variations in the quality of learning across schools have led to a renewed focus on central standards and large-scale assessments to ensure high standards for all students.

  - 26/37 systems have **central standardised examinations** in place.

- **Standardised central assessments with no stakes for students** are becoming increasingly common to provide formative feedback to schools and / or monitor education system performance (31/37 systems).

Student Assessment: Analysis

- **Assessment formats tend to remain more traditional than curriculum goals**
- **Resolving tensions between summative and formative assessments**
- **Limited focus on students' own assessment competencies**
- **Teacher and school leaders' preparation**
- **Using results to report to and engage parents**

Teacher Appraisal: Trends

- Teacher appraisal is the component of E&A frameworks where there is the most variation across countries
  - Practices range from highly prescriptive national systems to informal approaches mostly left to the school level

- In many countries, there has been **renewed focus on teacher appraisal** in recent years,
  - reflecting recognition that effective appraisal can contribute to improved teaching quality

- Many systems (21/29) have **developed central standards** for the teaching profession that can guide teacher appraisal processes

- Most systems (23/29) have **policy frameworks for teacher appraisal** in place.

Teacher Appraisal: Analysis

- **High stakes teacher appraisal may lead to a climate of stress and anxiety**

- **Lack of a professional profile or standards to guide appraisal in some countries**

- **Overreliance on one or two sources of information; simplistic use of student assessment results**

- **Insufficient guidance for classroom observation**

- **Absence of career opportunities for teachers**

School Evaluation: Trends

- Almost universal focus in national policy to stimulate school self-evaluation (No requirements in GRC, ITA, MEX and ESP)
  - Requirements vary significantly in nature, e.g. conduct self evaluation; produce specific report on school development; account for school quality
  - Providing comparative information to schools on performance and other measures
- External school evaluation is established in the vast majority of OECD countries (Except: FIN, GRC, HUN, ITA, JPN, LUX & MEX)
  - Typically devised by central or state authorities and conducted by Education authorities and/or specific bodies (e.g. School Inspectorate, School Review Body)
  - Publication of comparative school performance measures

School Evaluation: Analysis

- Risk that compliancy dominates school evaluation

- In some countries lack of nationally agreed criteria for school quality to guide school evaluation

- Building capacity and promoting the engagement of all staff and students in school self-evaluation

- Adapting external school evaluation to reflect the maturity of the school evaluation culture

- Ensuring systematic follow up

Educational measurement and indicators development

Education system evaluation

In 2012 national educational measurement is well established in the majority of systems

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

By the late 1990s all OECD countries had participated in an international student assessment

System Evaluation: Analysis

- Calls to monitor performance in the public sector
- Many systems do not have an overall framework for education system evaluation

Indicators of a strategic approach to information collection	Countries
Mapping against system priorities **AND** plan to prioritise new collection	Australia; Czech Republic; Hungary; Israel; Netherlands; Slovak Republic
Mapping against system priorities	France; Iceland; Ireland; Northern Ireland (UK)
Plan to prioritise collection of new information	Belgium (French & Flemish Comm.); Chile; Finland; Slovenia; Spain
Neither	Austria; Denmark; Italy; Korea; Luxembourg; Mexico; New Zealand; Norway; Poland; Sweden

System Evaluation: Analysis

- Balancing regular and cyclical collection of information to monitor trends and developments

- Ensuring reliable data reporting – caution over incentive structures
  - Prioritising reliability of national assessments, but validity?
    - Multiple choice (27); Closed-format short answer (21); open-ended writing tasks/calculations (17); Performing a task (7); oral elements (6)
    - Broader curriculum coverage with sample surveys v full cohort
  - Regular collection of data from schools

- Ensuring sufficient capacity at national level to summarise and analyse information and to report this in an accessible way

- Making better use of results in planning and policy development
  - Too much information! Finding ways to better channel results
  - Political urgency versus availability of broad research base

Ensuring a broad concept of education system evaluation

- **Key questions:**
  - What is the central capacity for: research? school evaluation? student assessment?
  - Are there clear goals for the education system?
  - Are there expectations for public sector performance reporting?

- **Key elements:**
  - Indicator frameworks;
  - Information to monitor equity;
  - Comparative measures of student performance (national / international);
  - Central and local targets

Ensuring a broad concept of education system evaluation

- Key aspects of implementation:
  - Establishing clear objectives for education system
  - Implementing systems to collect key information in most efficient way / minimise reporting burden
  - Being strategic in collection of information on system performance
    - Prioritise what is measured; importance of qualitative research; feeding in from existing channels (research and school evaluation bodies)
  - Building sufficient capacity for research and analysis
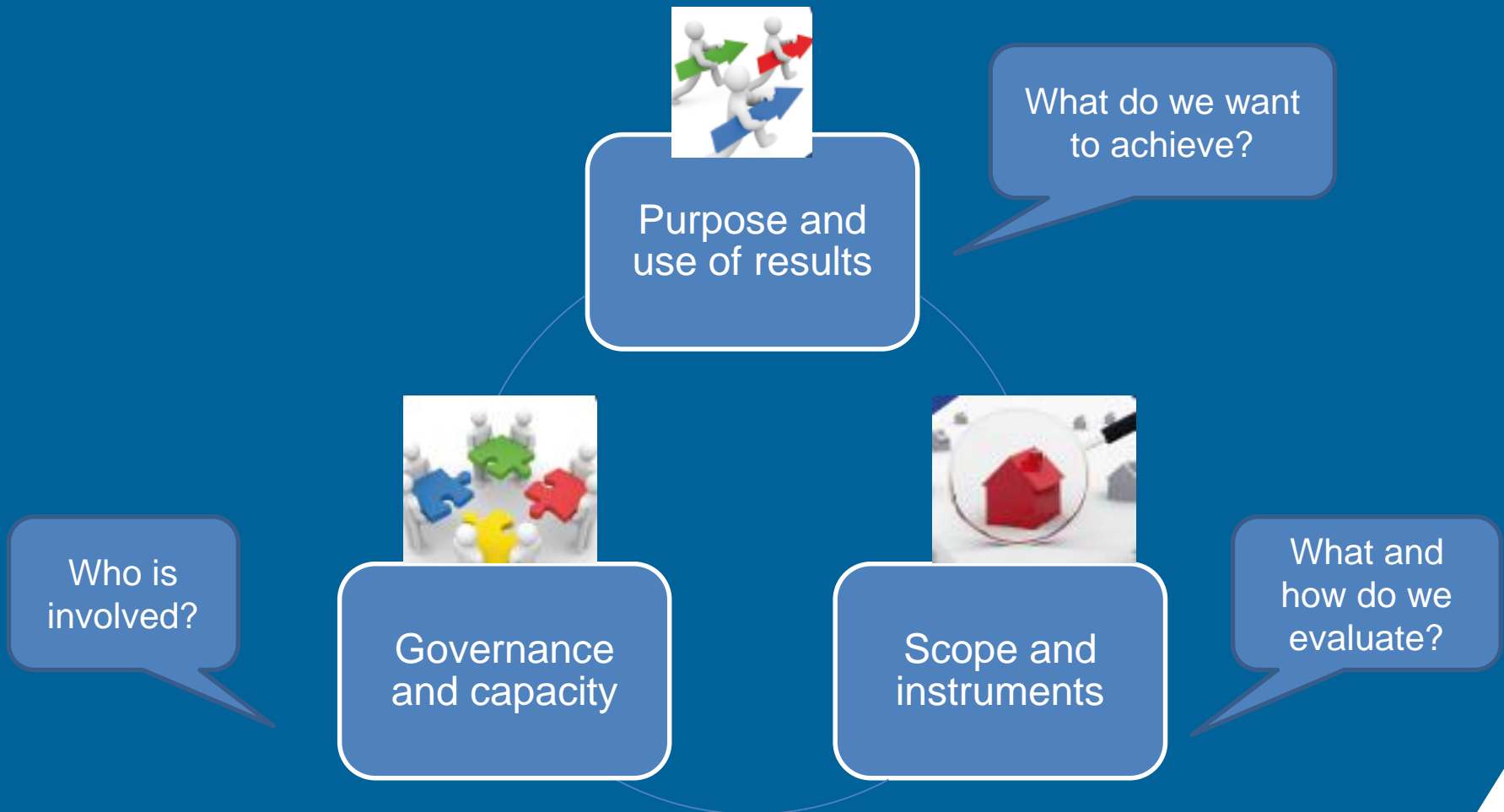 - Alignment of goals at different levels (central/local/school)

Some country examples

- Australia: Monitoring national education goals
  - Context: federal system with state/territory (S/T) governments; degree of observed performance differences among these
  - National agreement on education priorities & measurement frmwk
  - Established federal agency for curriculum, assessment & reporting
  - Aligning reporting (national & S/T strategic planning and targets)
  - Similar context – Canada: goal to create long-term comprehensive strategies to collect, analyse and disseminate data/research

- Netherlands: strategy for longitudinal research
  - Context: high school autonomy; established external school evaluation; established national capacity for assessment
  - Monitoring sample survey (1987) on broad, rotating topics; augmented by extra surveys when necessary, e.g. 2008
  - Cohort studies: Years 2, 5 & 8 primary ; 3 (gen) & 2 (voc) secondary, achievement in language/math & student feedback

3. Key questions in designing a coherent evaluation and assessment framework
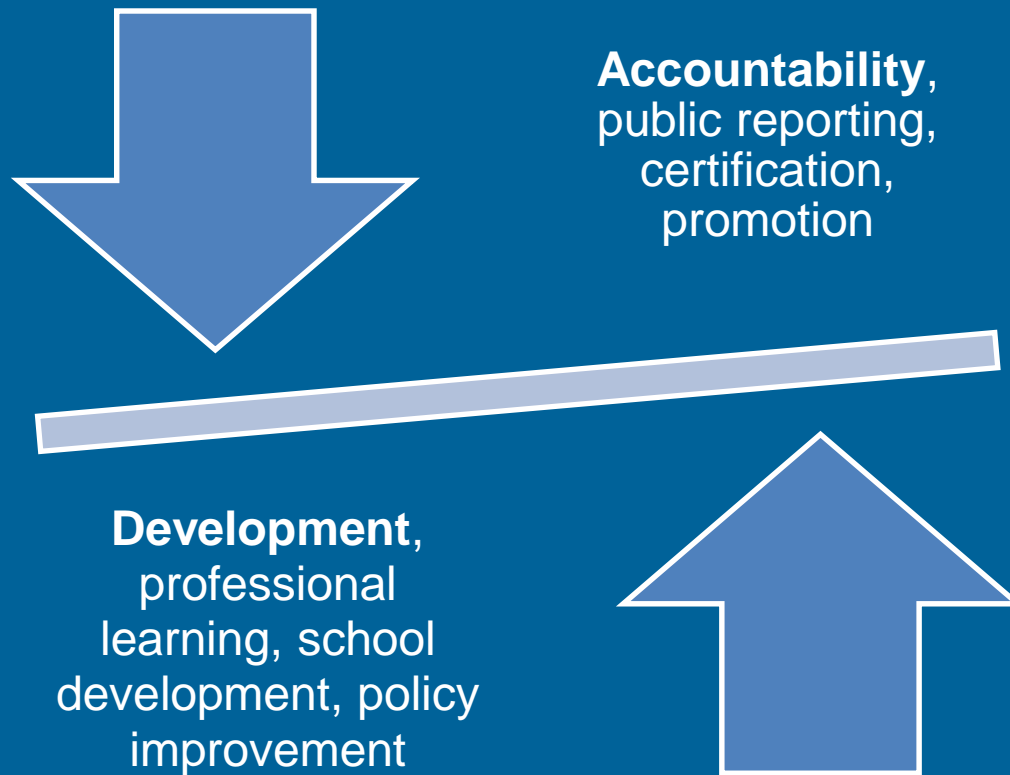
Purpose and use of results:
What do we want to achieve?

Accountability, public reporting, certification, promotion

Development, professional learning, school development, policy improvement

Being clear about purposes

- **Set clear purposes for central evaluation and assessment instruments.** Ensure that results are used in line with original purpose(s)

- **Align evaluation and assessment with student learning objectives**. Teacher appraisal, school and system evaluation to include focus on learning outcomes and progress

- **Consider potential unintended effects when establishing high stakes accountability systems.** Monitor impact of evaluation and assessment systems.

Going beyond measurement

- Ensure that all important aspects of teaching and learning are given some attention.

- Draw on multiple instruments and evaluators, both internal and external to the school.

- Explore the potential of ICT to facilitate innovative evaluation and assessment methods

- Learn from practice-based expertise

Governance and capacity: who is involved?

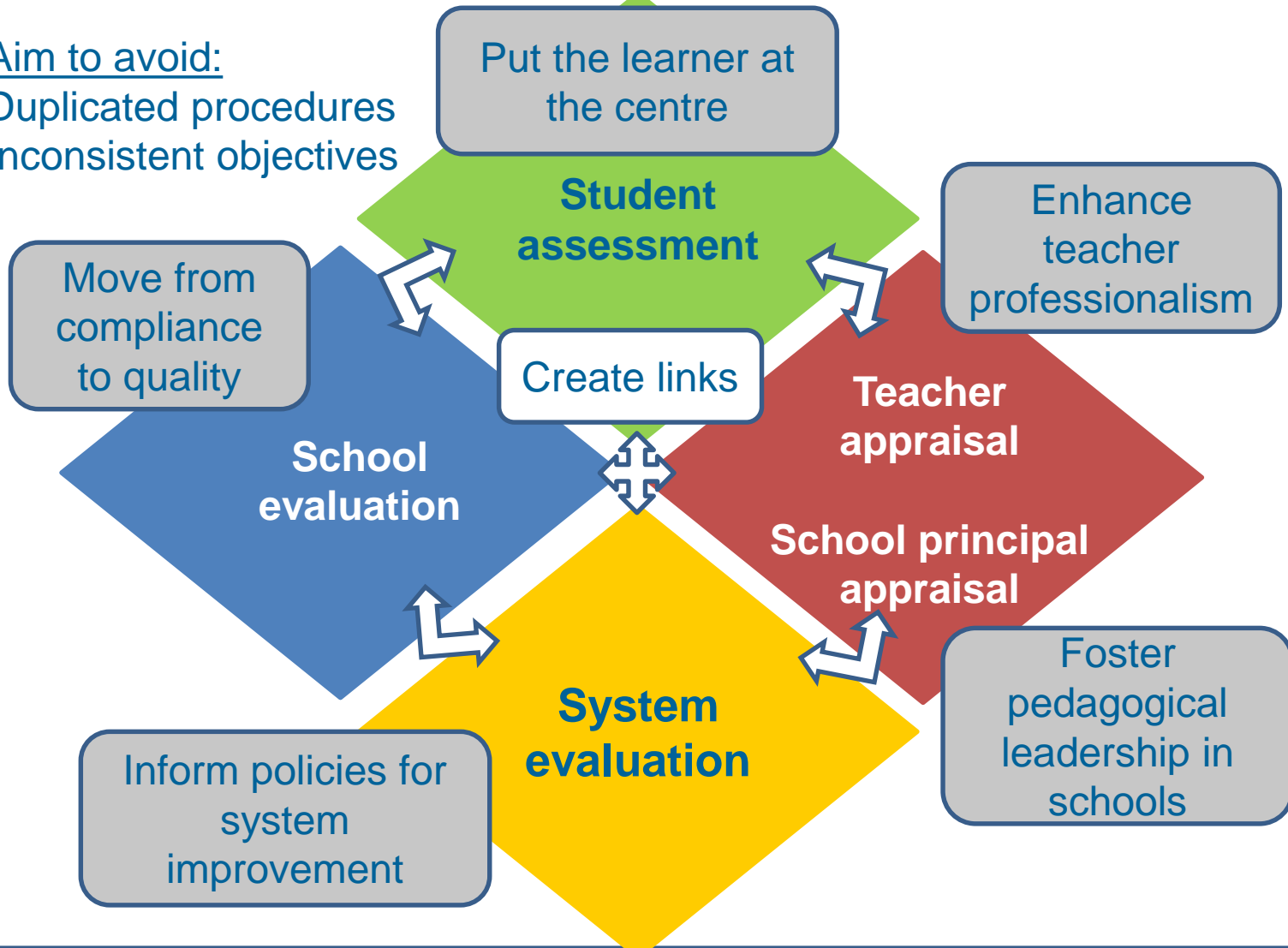### Evaluation and assessment is everyone's business

- **Develop a shared vision for evaluation and assessment.**
  - Involve professional organisations and build consensus;
  - strengthen teacher professionalism;
  - focus on role of the learner and ensure students participate fully.

- **Central reference points and tools,** but leaving room for local adaptation

- **Building capacity through:**
  - Strategic approach to professional learning;
  - moderation;
  - networking opportunities.

Create synergies within
a coherent evaluation and assessment framework

The evaluation and assessment framework

Aim to avoid:
Duplicated procedures
Inconsistent objectives

Put the learner at the centre

Student assessment

Enhance teacher professionalism

Move from compliance to quality

Create links

Teacher appraisal

School evaluation

School principal appraisal

System evaluation

Foster pedagogical leadership in schools

Inform policies for system improvement

Find out more about the OECD Reviews of Evaluation and Assessment

All analytical papers and country reports are available at:

www.oecd.org/edu/evaluationpolicy

THANK YOU!

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