

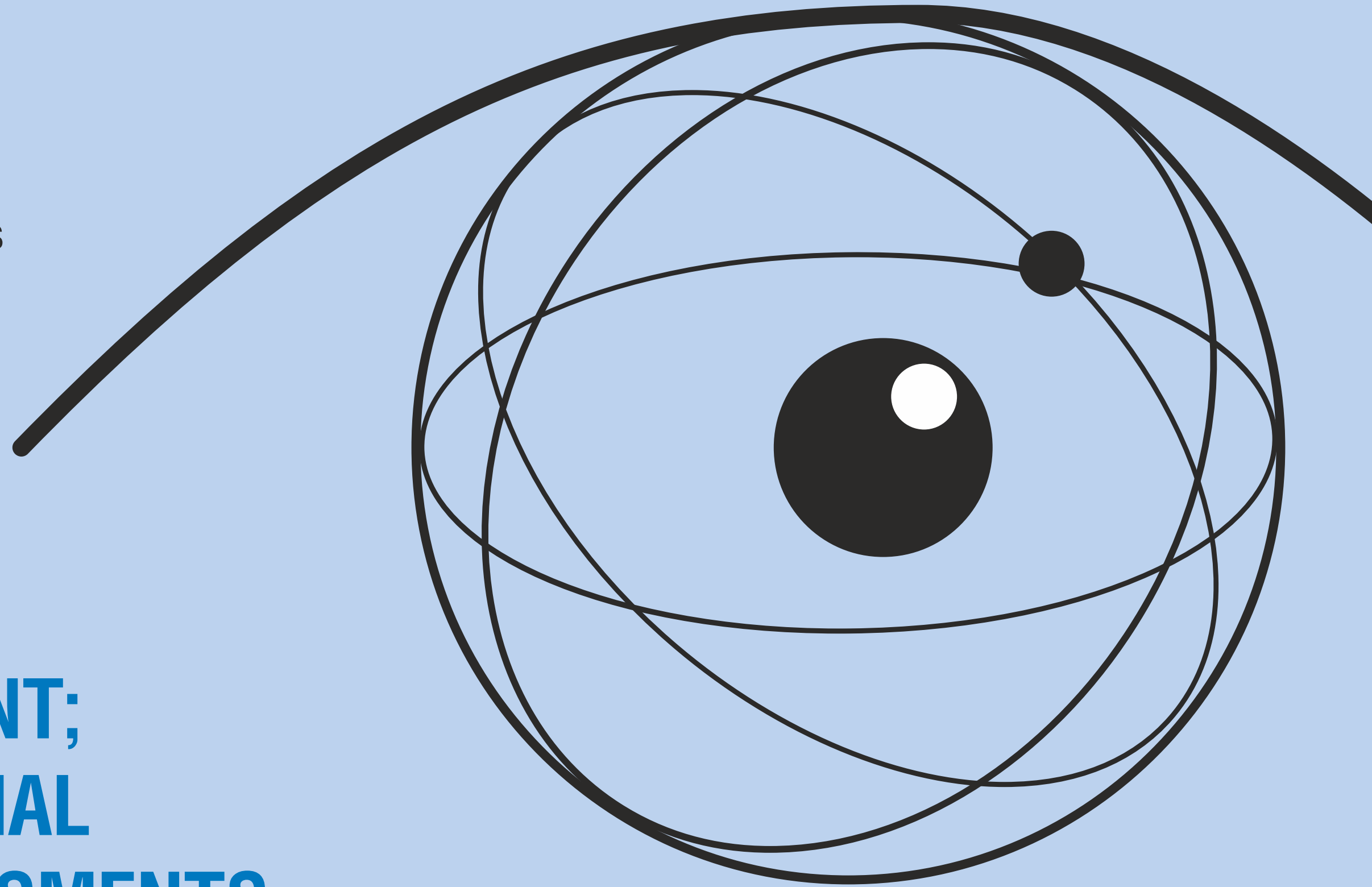
29th – 30th
OF SEPTEMBER 2016
INTERNATIONAL
CONFERENCE



USE OF THE
EDUCATION
QUALITY
RESEARCH RESULTS:
PROBLEMS AND PROSPECTS

QUALITY ASSESSMENT; USE OF INTERNATIONAL LARGE SCALE ASSESSMENTS

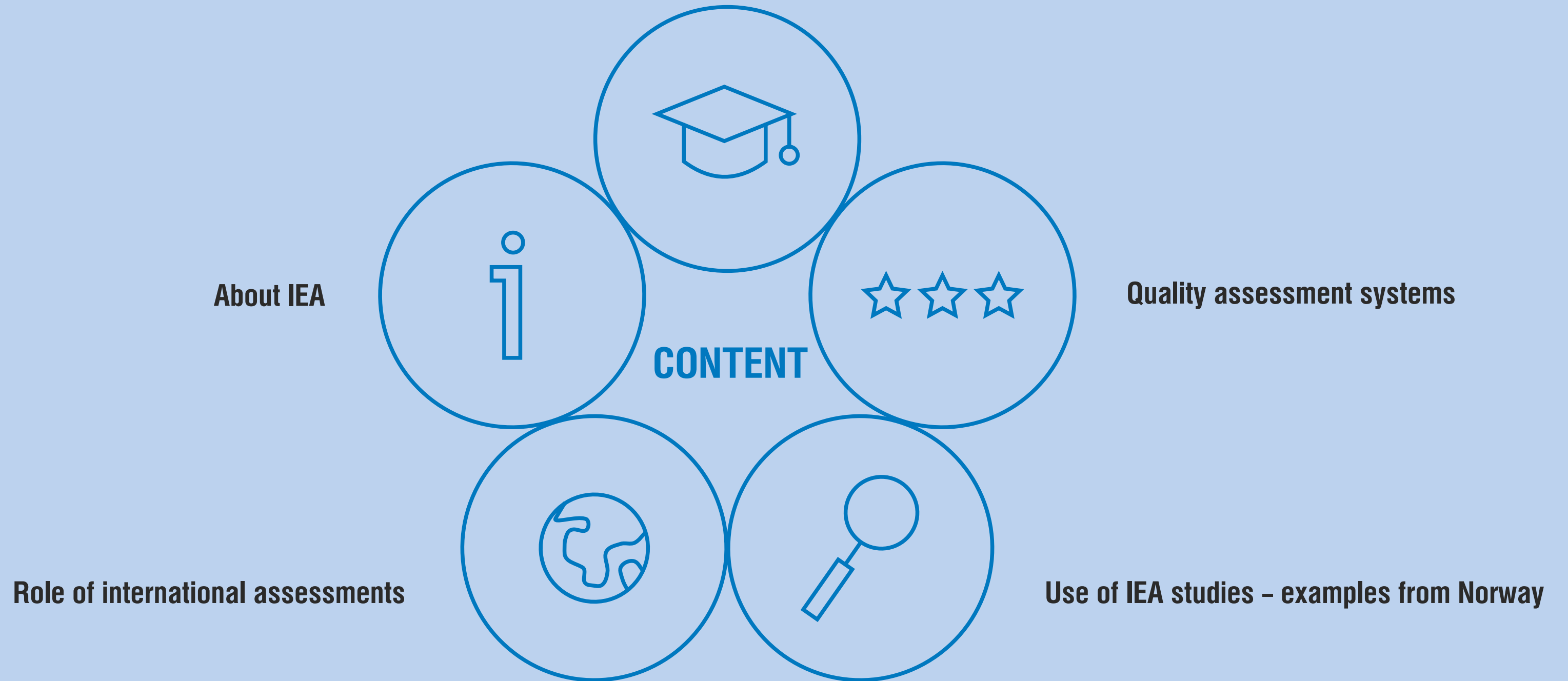
ANNE-BERIT KAVLI, CHAIR IEA

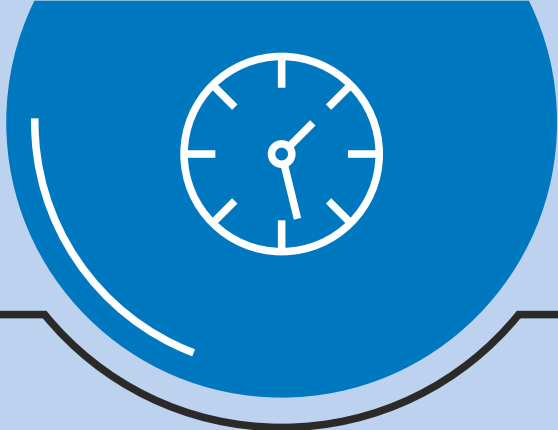




QUALITY ASSESSMENT – USE OF INTERNATIONAL LARGE SCALE ASSESSMENTS

What is educational quality?





IEA TODAY



**69 member institutions
all over the world**



**High professional competence both
in the IEA Data Processing
and Research Center and the
international study centers**



**Studies are well regarded
and participation in
trend studies is high**



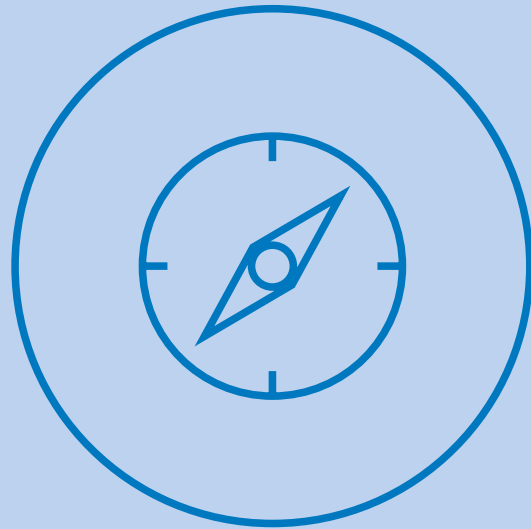
Country diversity is very high



**Only international actor on primary
level with TIMSS and PIRLS**



IEA'S MISSION



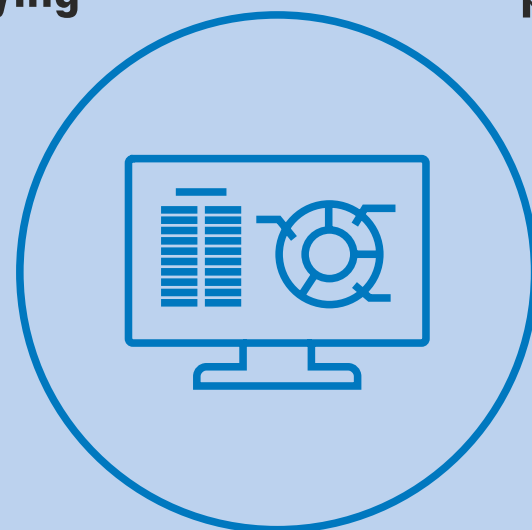
Provide international benchmarks to assist policymakers in identifying the relative strengths and weaknesses of their education systems



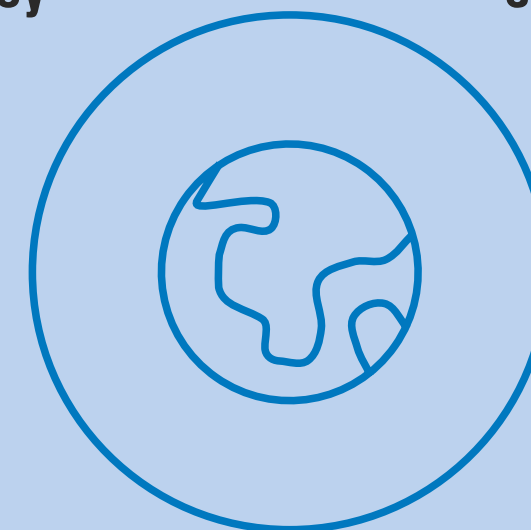
Provide high-quality data to increase policymakers' understanding of key school- and non-school-based factors that influence teaching and learning



Provide high-quality data that will serve as a resource for identifying areas of concern and action, and for preparing and evaluating educational reforms



Develop and improve the capacity of education systems to engage in national strategies for educational monitoring and improvement



Contribute to the development of a worldwide community of researchers in educational evaluation



IEA STUDIES



IEA studies focus on the output of educational systems—that is, the educational achievements and attitudes of students after a fixed period of schooling, usually the fourth and eighth grades



Studies are designed to understand the linkages between:

- intended curriculum (what policy requires)
- implemented curriculum (what is taught in schools)
- achieved curriculum (what students learn)



Class based studies gives opportunity to link learning outcomes with instruction and learning environment



Studies cover a broad variety of skills and competencies: Reading literacy, mathematics and science, information and communication literacy, civic and citizenship

TIMSS

2015

PIRLS

2016

ICILS

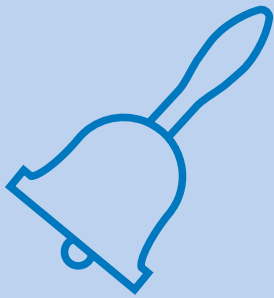
2018

ICCS

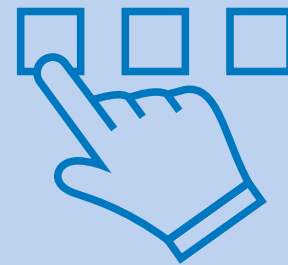
2016



CHARACTERISTICS OF IEA STUDIES



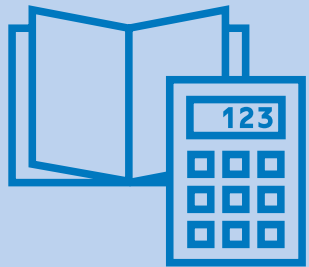
Grade based and classroom based assessments, main target populations in Grade 4 and Grade 8



Combination of multiple choice and open ended questions



Links teaching, learning environments and learning outcomes



Only international assessments to cover reading literacy, mathematics and science at primary level



Step wise introduction of computer-based assessments



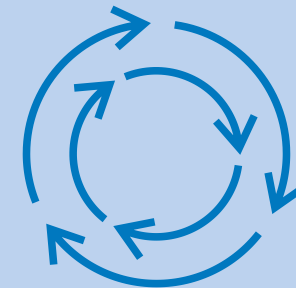
Multiple matrix sampling - gives very precise results at national level, but does not give individual results



Curriculum based, assess content domains and cognitive domains (knowing, applying and reasoning)

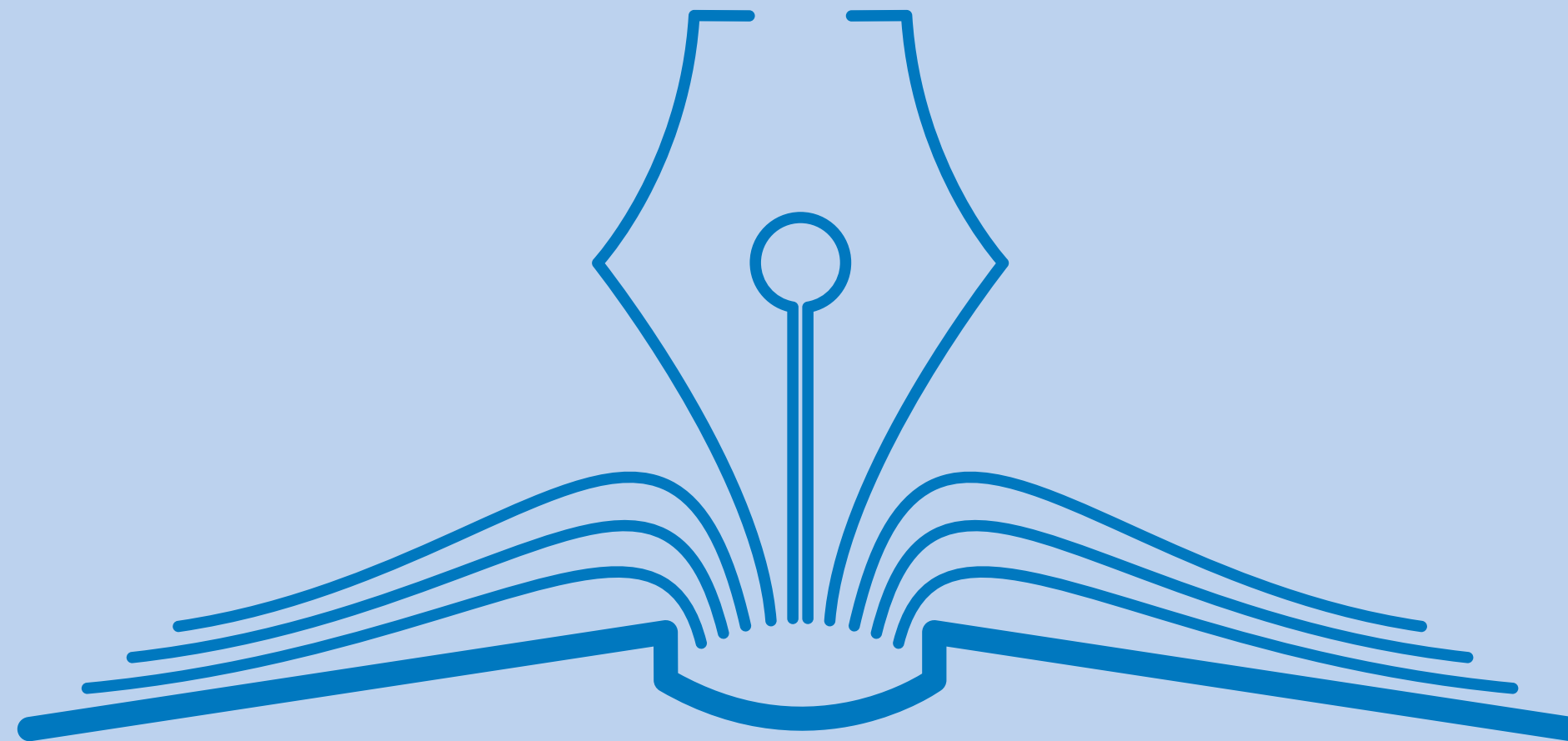


Background surveys for pupils, teachers, principals and parents



Trend studies - 4 and 5 year cycles

WHAT IS QUALITY IN EDUCATION?





SUSTAINABLE DEVELOPMENT GOAL 4

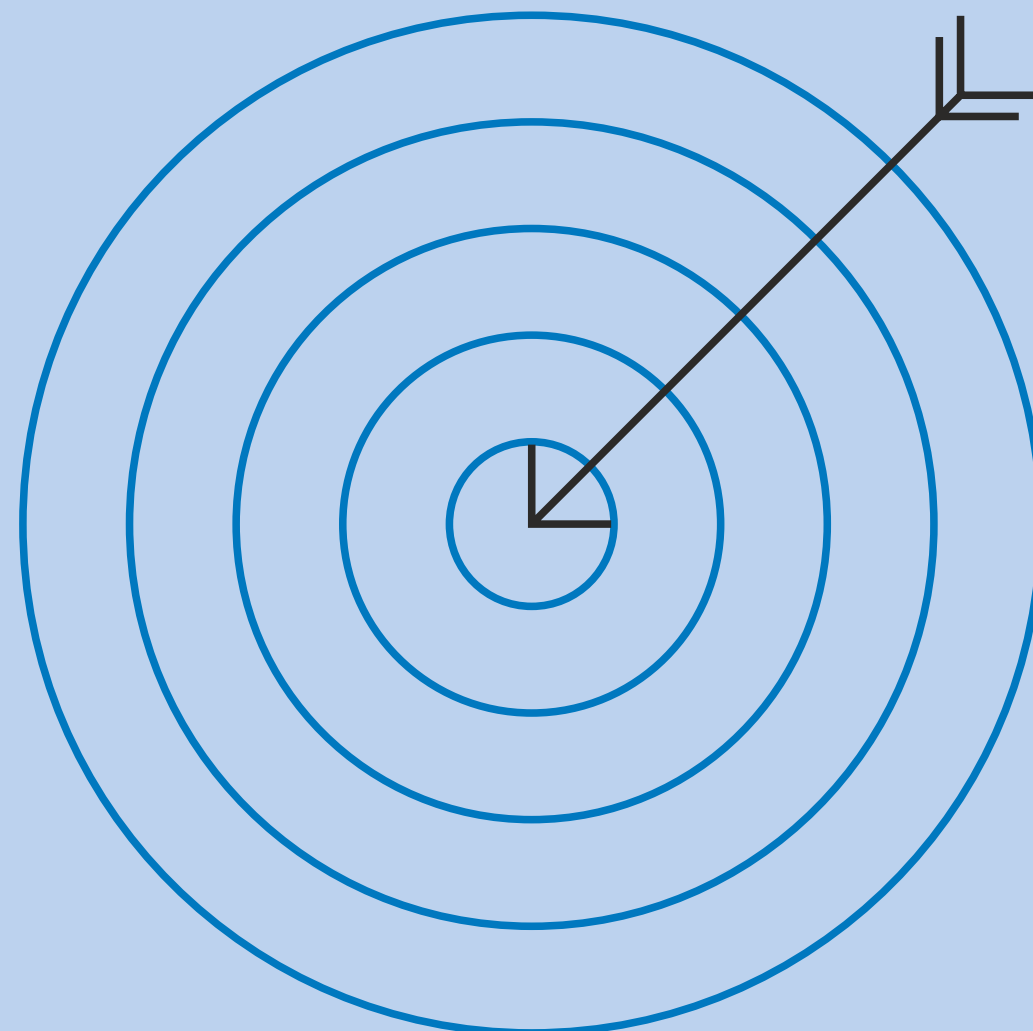
Ensure **INCLUSIVE AND EQUITABLE QUALITY EDUCATION** and promote lifelong learning opportunities for all

TARGETS

Free, inclusive and equitable ACCESS to education

Men and women

Persons with disability
indigenous people and children
in vulnerable situations



Relevant and quality learning outcomes

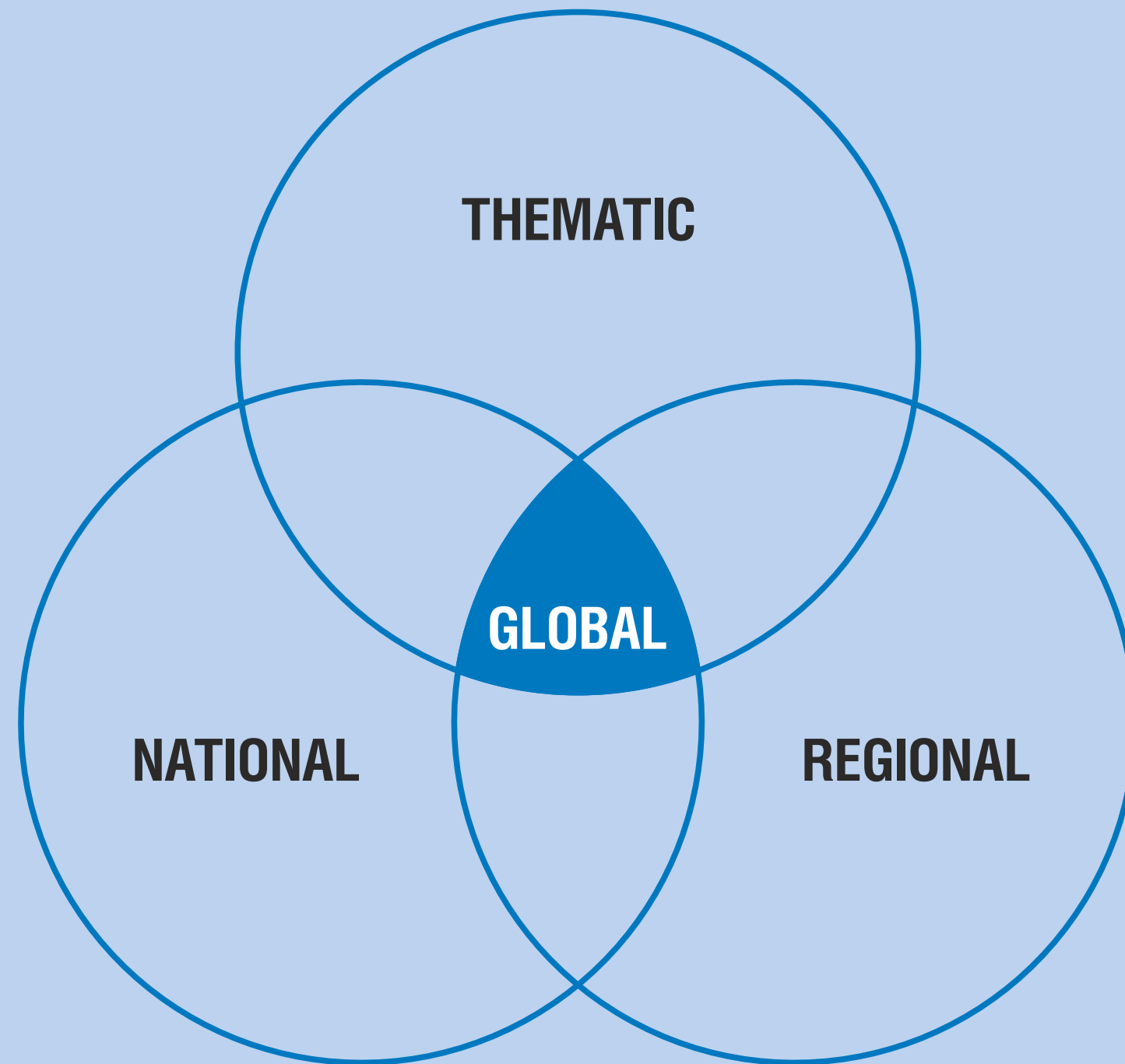
Literacy and Numeracy

Technical and vocational skills

Skills to promote sustainable development:
education for sustainable development and
sustainable lifestyles, human rights, gender
equality, promotion of a culture of peace and
non-violence, global citizenship and appreciation
of cultural diversity and of culture's contribution
to sustainable development



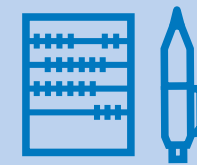
INDICATORS FOR SDG 4



The proposed global indicators for learning outcomes are related to



Proficiency levels in reading and mathematics at primary and lower secondary level



ICT and literacy and numeracy for youth and adults



The extent to which global citizenship and education for sustainable development is mainstreamed at all levels



EDUCATIONAL QUALITY – EDUCATIONAL GOALS

QUALITY IN EDUCATION IS RECOGNISED BY THE EXTENT TO WHICH THE EXPRESSED EDUCATIONAL GOALS ARE REACHED:



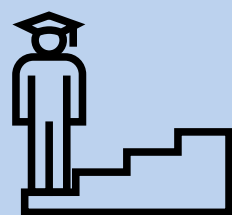
**Global goals on access, equity and learning outcomes
(Sustainable Development Agenda 2030)**



National educational goals expressed in curricula and steering documents



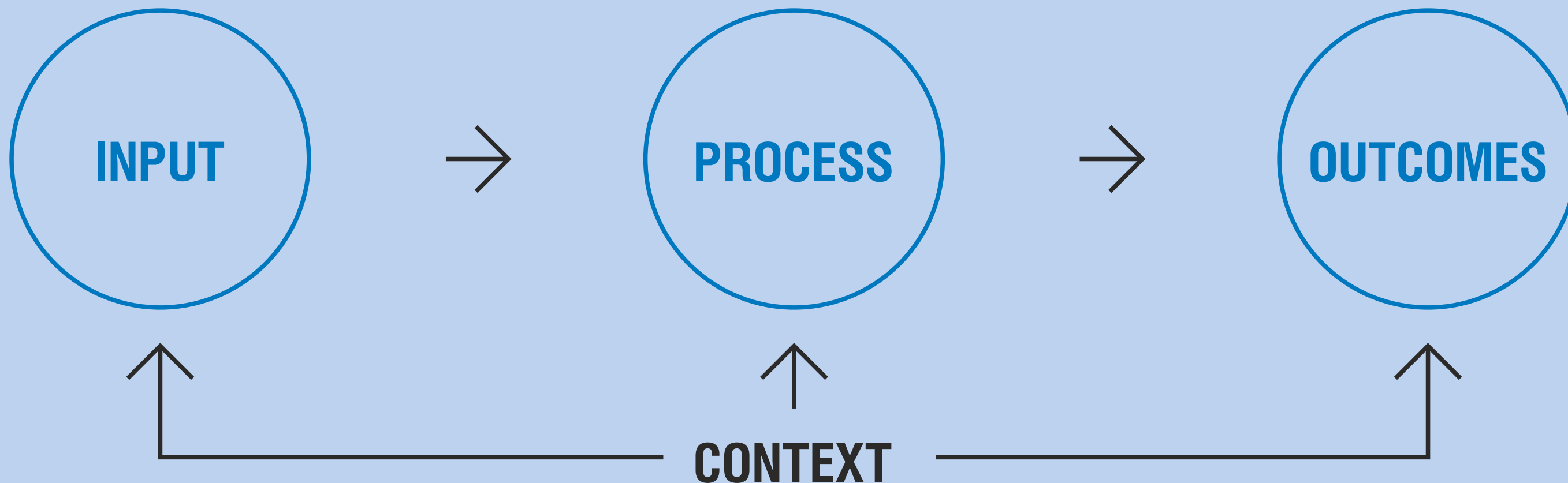
**Local goals
(state, district and school level)**



A comprehensive quality assessment system aims to enable all levels in the education system to assess to what degree the educational goals are reached



QUALITY INDICATORS



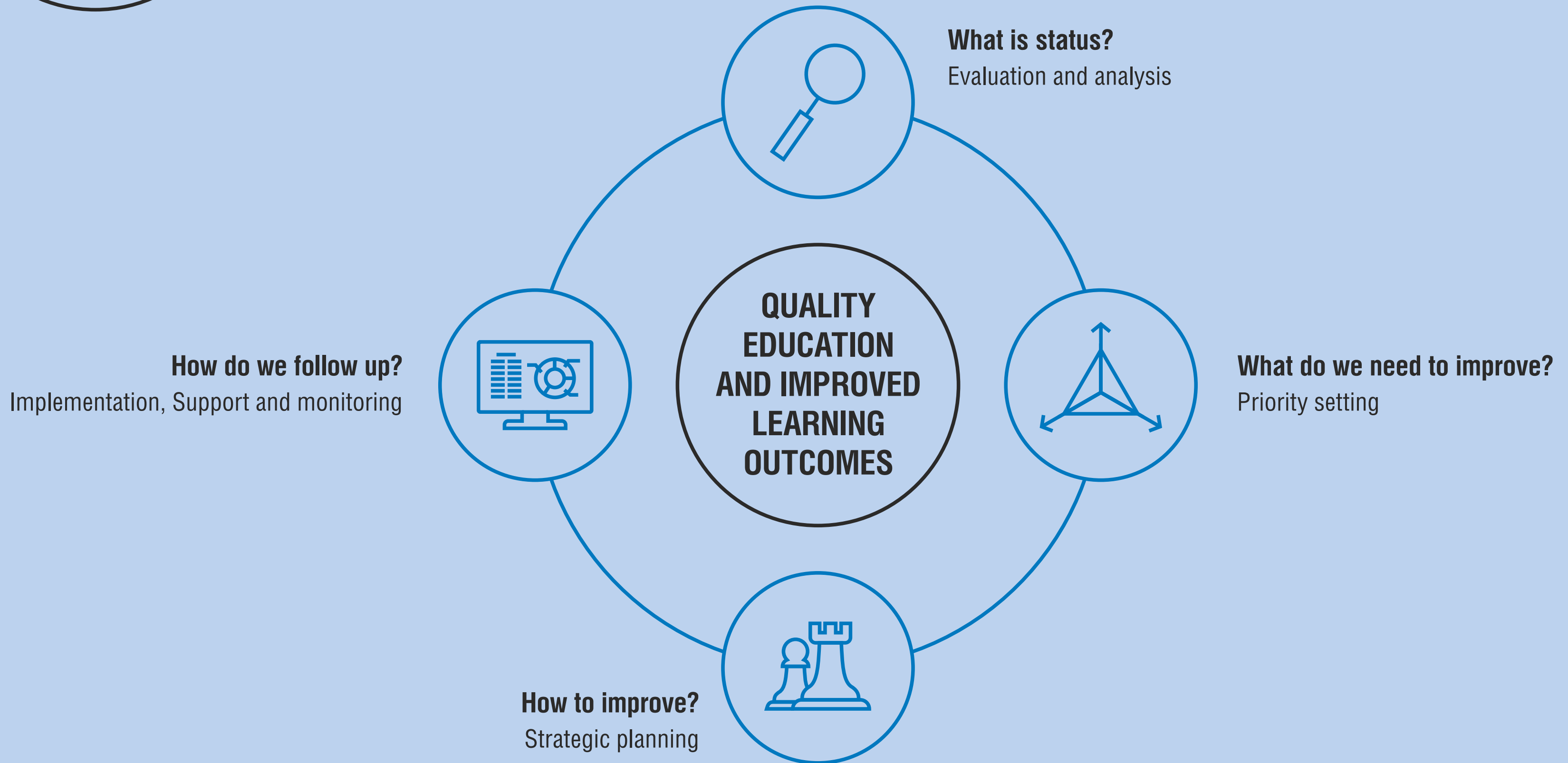
School buildings and classrooms
School facilities
Textbooks and learning materials
Teachers

Strategies for teaching and learning
Learning environment
Curriculum design and implementation
School leadership
Feedback, support and supervision
Teachers' professional development

Learners' skills and competencies
Access and coverage
Progression
Completion and pass rates
Inclusion and equity



QUALITY ASSESSMENT FOR IMPROVED LEARNING





QUALITY ASSESSMENT – DIFFERENT LEVELS, DIFFERENT TOOLS



School level

Formative assessment – feedback to pupils, teachers and parents

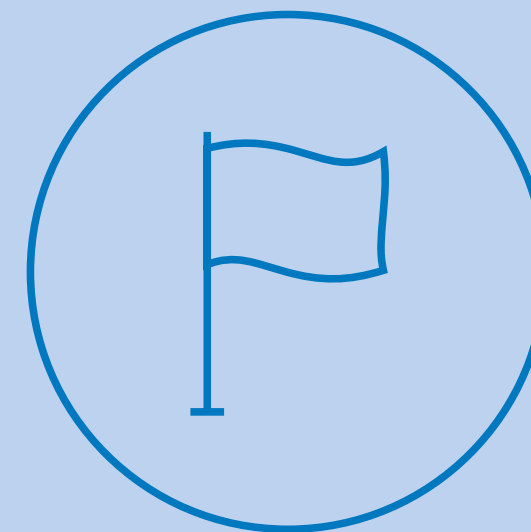
Summative assessment – exams and grades

Appraisal and feedback for teachers



District level

Information about performance of schools (based on exams, surveys or national assessments)



National level

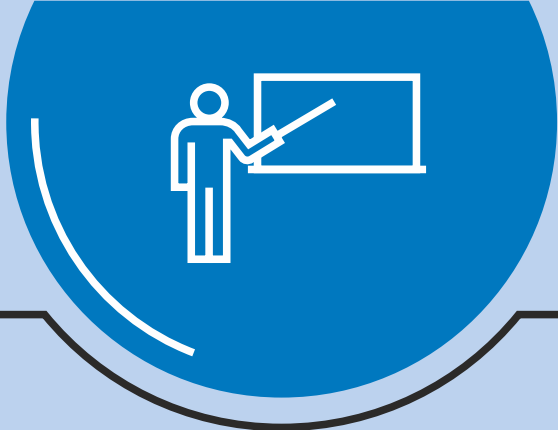
Information about performance of schools and districts, based on exams, national assessments or sampled surveys

Feeds in to policy making

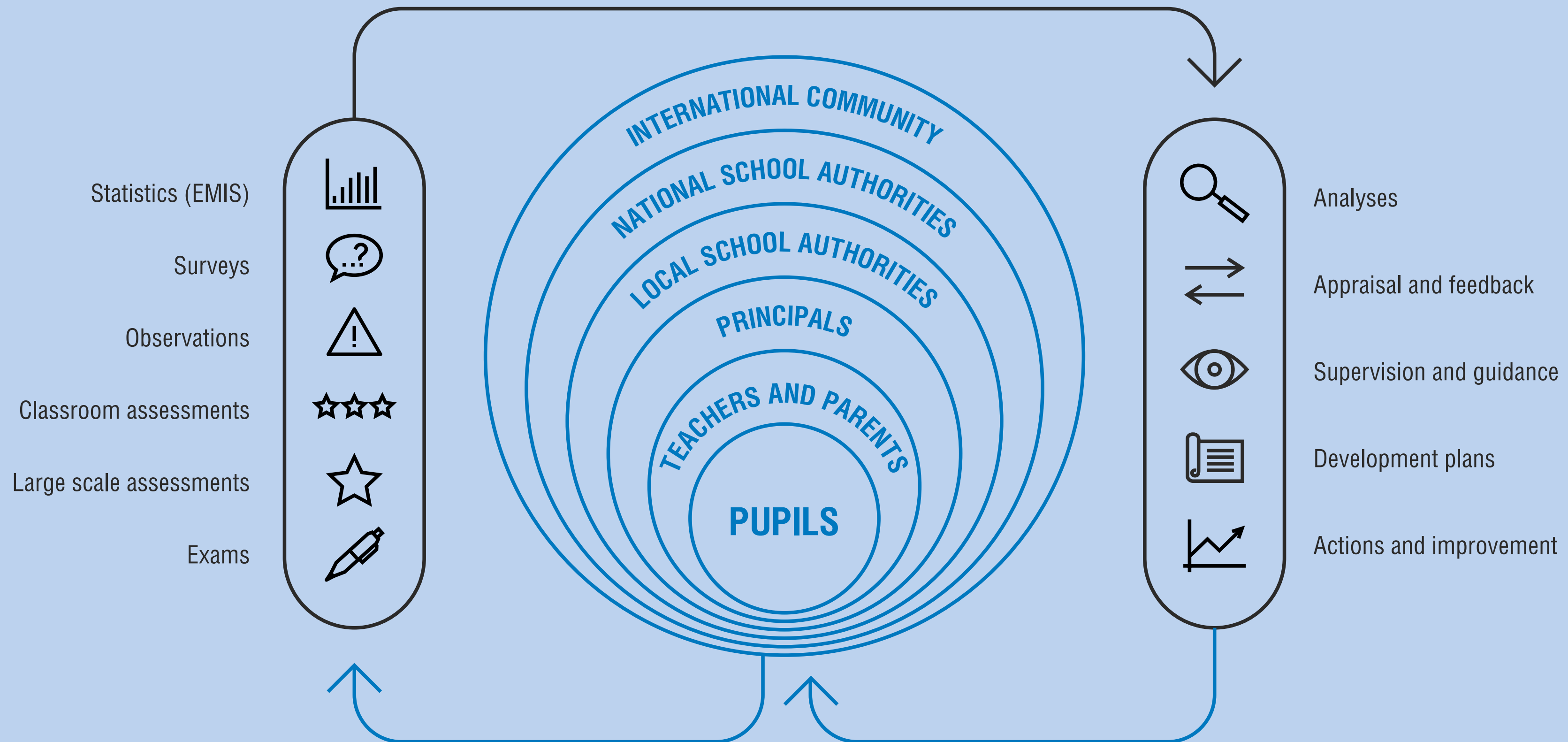


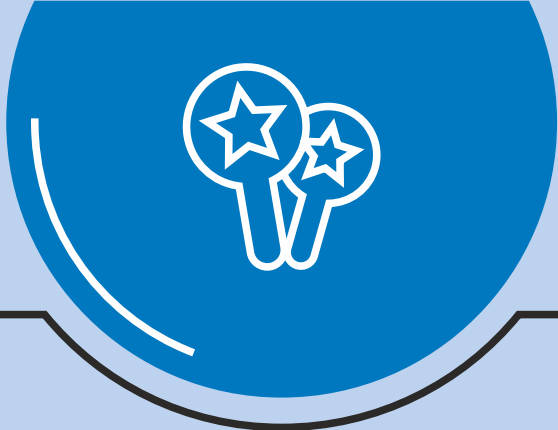
International level

Large scale international tests – gives international benchmarks, informs about performance of educational systems



PUPILS LEARNING AT THE CENTRE





ELEMENTS OF AN ASSESSMENT SYSTEM



International Large Scale Assessments

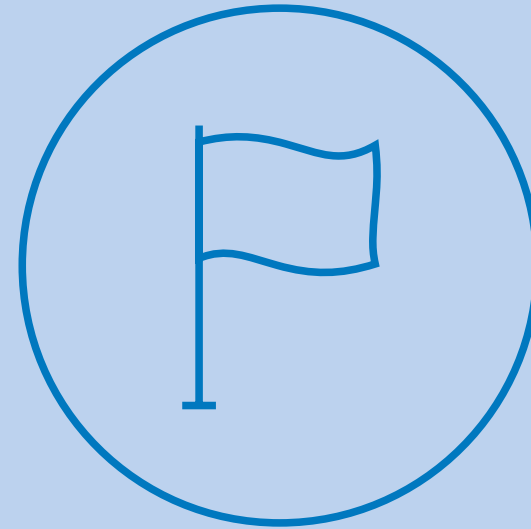
Sample based

International Benchmarks and Trends

Test and background questionnaires

System level evaluation – no individual results

Feed into educational policy development



National Assessments

Varies across countries – purpose must guide design

System level evaluation – school, districts, state, nation

Sample based or Census

Accountability

Educational development

Individual results if designed for that



Exams

Certification and Selection



Classroom assessments

Formative assessments to guide student learning and progress

Assessment

Characteristics and Purpose

WHAT ABOUT NORWAY?





THE NORWEGIAN EXPERIENCE



**Long time participation
in most IEA studies and in PISA**

“PISA-schock” in 2001,
declining results
in TIMSS and PIRLS



**Facing decline in pupils
achievement results
from 2000 and onwards**

“PISA-schock” in 2001,
declining results
in TIMSS and PIRLS



**Resulted in several
national actions**

National strategy for improving reading literacy
New Quality Assessment System 2004
Curricular reform 2006 – Knowledge Promotion
Professional development strategies for teachers
Support systems for schools and municipalities
National strategy for mathematics and science



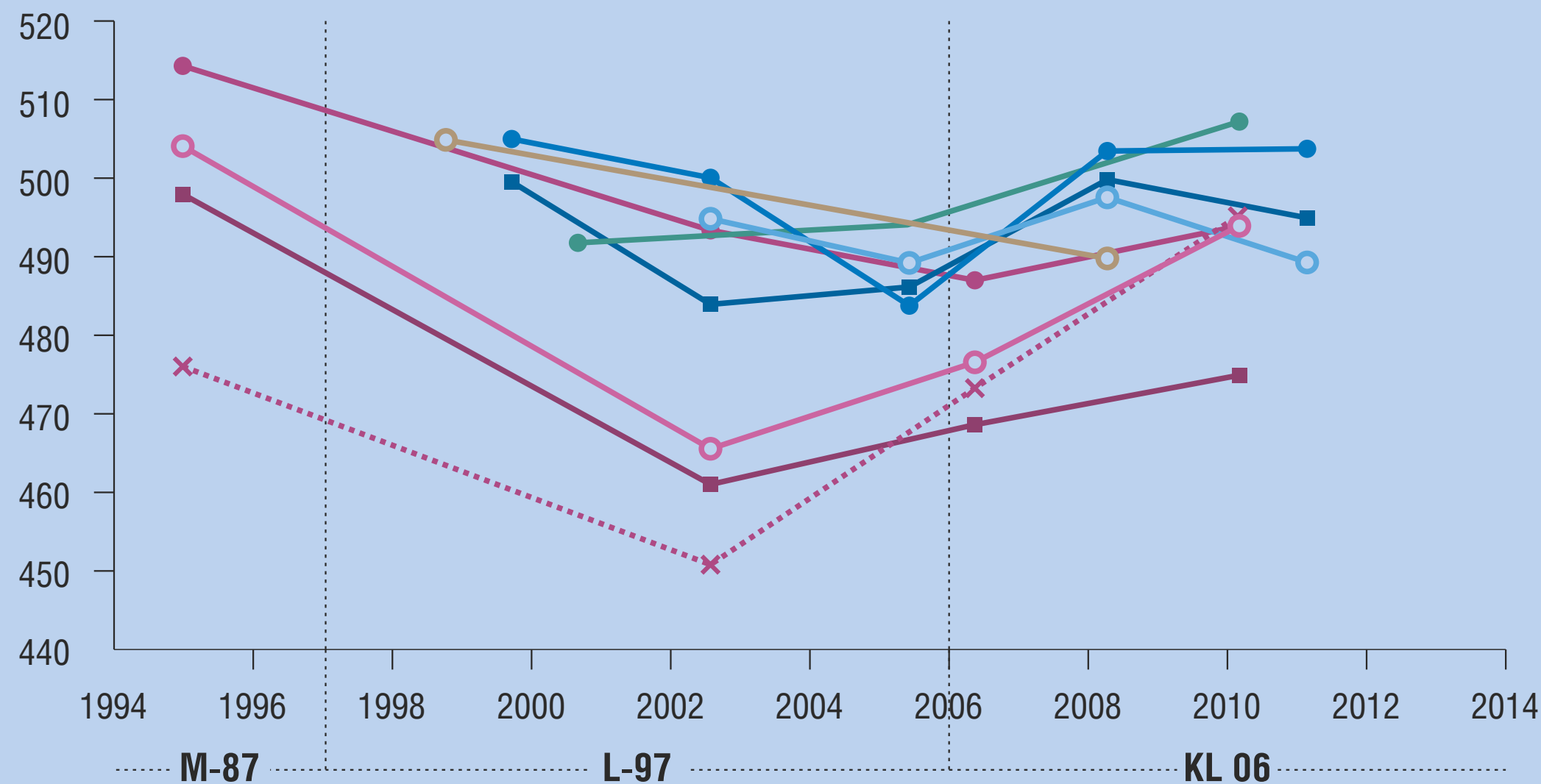
**Strong educational debate
and increased focus
on learning outcomes**

Improving results since 2006



DEVELOPMENT OF OUTCOMES IN NORWAY

- PISA les, 10. trinn
- PISA mate, 10. trinn
- PISA nat, 10. trinn
- TIMSS nat, 8. trinn
- TIMSS nat, 4. trinn
- TIMSS mate, 8. trinn
- × TIMSS mate, 4. trinn
- PIRLS les, 4. trinn
- CIVED/ICCS, 9. trinn



CURRICULAR REFORMS

Curricular reform in primary and lower secondary
 School start lowered to age 6
 Primary: Grade 1 – 7
 Lower secondary: Grade 8 - 10

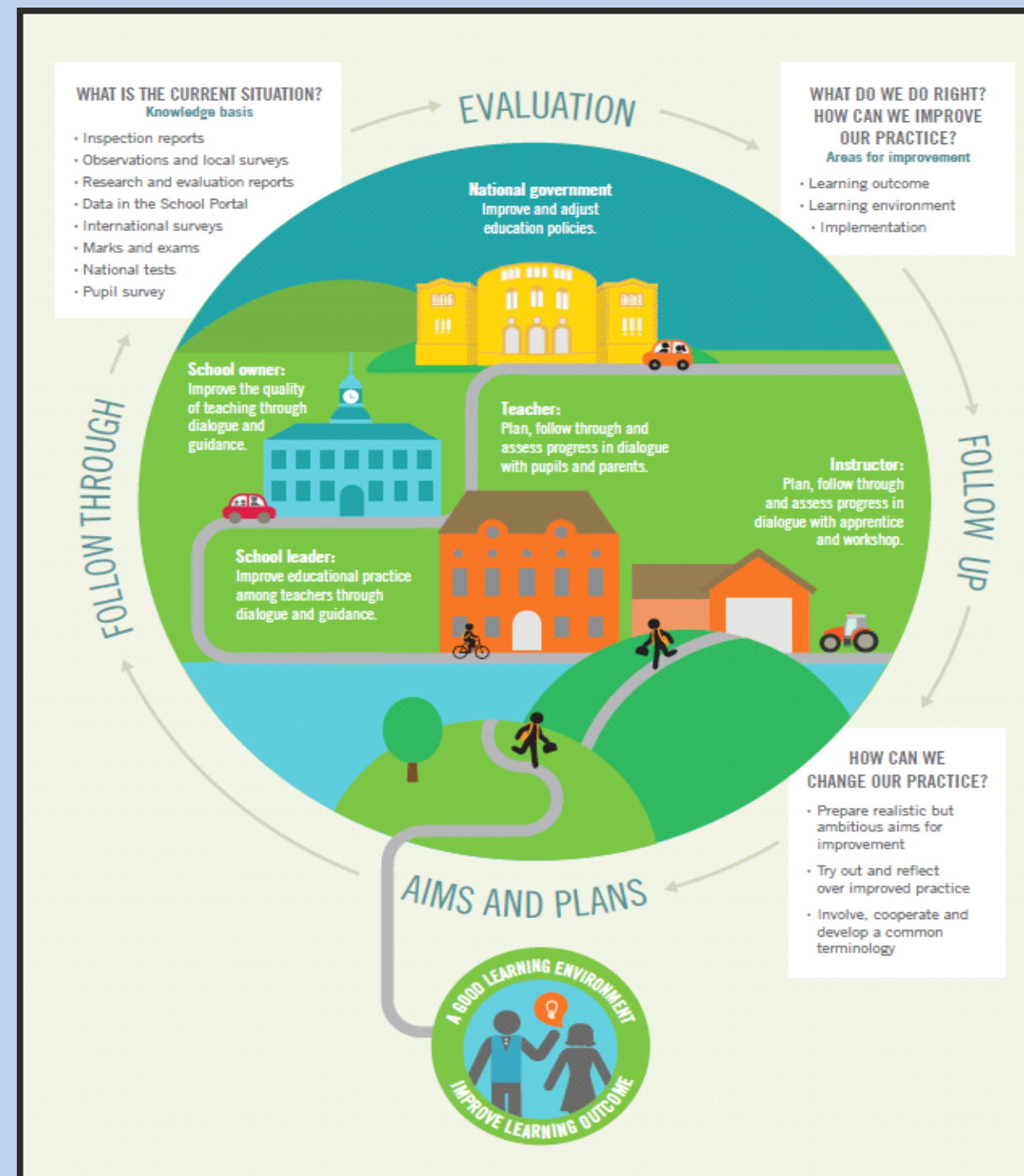


Curricular reform in primary and secondary
 Introduction of cross-curricular basic skills
 in reading and numeracy



QUALITY IN EDUCATION

How assessment and evaluation contribute to quality development



THANK YOU FOR YOUR ATTENTION!

2016