

Learning from promising practices in ensuring effective use of large-scale learning assessment data for education policy and practice

Evaluating value of LSLA for the next round of data collection

Session 3

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Policy history is important to assess progress and effectiveness

Policy trajectory in Finland, affecting Swedish Minority Education

1960s 1970s 1980s 1990s 2000s **PISA** 2010s



1968 Basic School Law

1970 Framework curriculum

1971 Peruskoulu reform of 9 year Compulsory Ed

1973 Day Care Act

1973-1979 Law on Teachers Education. Streaming abolished

1982-1988 Upper Secondary for All

1985 Framework curriculum

1986-1991 Decentralization

1992 Finland signed European Charter for Minority languages

1994 Framework curriculum

1991-1999 Polytechnics reform

1999 Education Law; Comprehensive school reform

2005 Swedish National Test not compulsory

2006 Report to Parliament, application of Language Act

2009 32 Municipal mergers

2009 Report to Parliament, application of Language Act

2007-2010 Project: National languages; Position of the Second National Language

Horizontal integration examines the coherence of feedback students receive

Formative	Summative		
Formative class assessments by teachers	National examinations	National assessments	International assessments
<p>The overarching goal of education is to develop the talent of individual students and to prepare all students for life.</p> <p>Formative evaluations are conducted on every child, in every class, in every subject and in every year of schooling, therefore it is the most complete data source on schooling of all children.</p>	<p>The national examination is a standardized national evaluation of students to measure their competencies at the end of compulsory education.</p> <p>The national certification examination is generally a well administered, fair measure of what a student has learned through schooling - not just in the last grade.</p>	<p>National student assessments are conducted at key grades to measure national (and perhaps district and school) performance in core subjects.</p> <p>National student assessments are standardized tests, usually conducted on a sample of students, but rarely conducted on all students in a grade</p>	<p>International student assessments enable benchmarking and comparison of student performance with other countries</p> <p>International student assessments are standardized tests to a global standard, often in reading, math and science.</p>

Vertical integration organizes feedback for the school years in the system

Grade	2015	2016	2017	2018	2019	2020
Pre-school	National	Formative	Formative	National	Formative	Formative
1	Formative	Formative	Formative	Formative	Formative	Formative
2	PASEC	Formative	Formative	Formative	Formative	Formative
3	Formative	National	Formative	Formative	National	Formative
4	Formative	Formative	Formative	Formative	Formative	Formative
5	Formative	Formative	Formative	Formative	Formative	Formative
6	Formative	Formative	National	Formative	Formative	National
7	Formative	Formative	Formative	Formative	Formative	Formative
8	TIMSS	Formative	Formative	Formative	TIMSS	Formative
9	Formative	Formative	Formative	PISA	Formative	Formative
10	Formative	Formative	Formative	Formative	Formative	Formative
11	National	Formative	Formative	National	Formative	Formative
12	National exam	National exam	National exam	National exam	National exam	National exam

- An efficient program of student assessments by grade and by year so the start of poor student performance can be monitored
- It should be possible to follow a pre-school cohort throughout their schooling to see the impact of curriculum changes
- A blend of different types of assessments which are complementary allows the data to be used for multiple purposes
- Frequency of standardized assessment should be spaced apart for reduced burden on schools but close enough for meaningful trends

Response burden and use of other sources of explanatory variables through linkage

- Assessments are time consuming and tiring for students. Additional stress if they are high stakes.
- Assessment time should be managed relative to the background questionnaire.
- Explanatory variables are important to understand the results and to diagnose emerging problems.
- Explanatory variables can be sourced from EMIS if properly linked.

Choice of questions and cutting questions of limited value due to poor data quality or relevance

Evaluate questions on the following for decisions to keep or cut:

- Is the question still valid? Eg: age appropriate
- Which questions are heavily used for analyses and which ones are rarely used?
- Check for relevance and accuracy
 - Questions could be relevant but not accurate: Eg, student responses to parent's occupation
 - Questions could be accurate but not relevant: If student has siblings in the school
 - Questions should be both accurate and relevant

Data quality

- Meets the sampling requirements (including response rate) and the sample is tested for bias.
- Strict adherence to standard data collection practices.
- If multilingual, translation should be tested to ensure comparability of language results.
- Data should be anonymous.
- Questionnaires should include core questions and additional questions. Assessments should be standardized.
- Data limitations should be noted.

Emerging policy and practice issues should be accommodated in the next round

Policy and practice issues can arise from:

- Research and analysis of LSLAs or other data sources
- Political platforms
- Citizen advocacy
- New changes in the education system – eg: Digital examinations
- Changes in the external environment: eg: Climate change in the science curriculum

Data storage, retrieval and management

- Dedicated server for secure data and internal or secret/unreleased information. Not linked to internet
- Storage of anonymized data for public use and analysis
- Storage of item bank (recommendations regarding core, evolving, specialized and life skills assessment items; release of sample items, strategy for updating and refreshment, etc)
- Managing security and confidentiality
- Access and tracking of use of data
- Protocols for internal and external use

Education data
is a valuable
national asset:
Use it well to
improve the
future
prospects for
your children



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