

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

The value and use of large scale learning assessments for policy and practice.

Session 1

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Three messages for best practices developing evidence from Large Scale Learning Assessments

1. Large scale Learning Assessments (LSLAs) should not stand alone but be used with other data for reliability and credibility.
2. Policy and program recommendations should answer questions that decision makers want to know – not what you want to tell them.
3. Policy recommendations should be based on solid evidence and include the amount of effort required and the time before the potential impact can be measured.

Why do we need evidence for policy?

- To contribute to policy debate based on evidence rather than opinion or ideology
- To determine need and target clientele
- To choose between policy options based on evidence of cause and effectiveness of intervention
- To determine the best time for interventions.
- To increase the chances of successful results.

How can LSLAs be used to support decision making?

- Well designed (sample size and bias tested) and well implemented so results are reliable
- Diagnosis of education issues for reform
- Identify needs and allocate resources
- Measure the effectiveness of strategies
- Key factors for improving overall or special aspects of educational system
- Monitoring and evaluating educational progress
- National accountability for public expenditure for education by reporting results publicly
- Quality assurance

Research questions for evidence to be answered by Large Scale Learning Assessments

- **What is the problem?**
- **Why?**
- **How did it develop?**
- **How many are affected?**
- **Who needs help?**
- **What are the policy sensitive factors**
- **When is the best time to intervene?**
- **How long will for measurable impact?**
- **How durable are the results?**

Policy areas where questions could be applied - Quality

Goal: Top class educational system that develops human capital of students during the school years

- Schools
- Teachers
- Resources
- Learning materials
- Class rooms
- Curriculum Strength and weakness
- Successful teaching practices
- Learning strategies

Policy areas where questions can be applied - Student performance

Goal: Students perform well in key domains for today and for future learning, work and life

- Understanding of what students know and what they can apply to real life situations
- Performance in a particular domain
- Performance in relation to national learning goals and expectations
- Performance in relation to global standards of learning

Policy areas where questions can be applied - Equity

Goal: Any child in any school in any place should have an equal chance for excellent performance

- Regional equity
- School equity
- Gender equity
- Linguistic equity
- Socio-economic status
- Group equity
- Immigrants
- Disabled

Policy areas where questions can be applied - Inclusion

Goal: To compensate for disadvantage in order to achieve equal performance in school and equal opportunities in life

- Ensuring that each individual has an equal opportunity for **educational** progress
- Personalized teaching techniques and individual attention in teacher student relations
- Develop the talents and special gifts of each child in mainstream education
- Provide special opportunities and remediation to achieve inclusion for students at risk of marginalization and vulnerable

Practice areas where questions can be applied – Teacher education

Goal: Teachers are qualified in both their subject, teaching practices and student relations

- Subject curriculum is up to date followed by In-service training for future upgrading
- Teachers are trained with a repertoire of teaching methods
- Practicum includes feedback to teachers
- Understand the best way to provide support and feed back to learning by students

Practice areas where questions can be applied – Teaching in the classroom

- Motivating students
- Inculcating the joy of learning
- Demonstrating learning strategies
- Use of resources including digital resources
- Inquiry and discovery for self directed learning
- Maintaining class discipline
- Formative feedback
- Parent teacher relations

Practice areas where questions can be applied – curriculum

- Deep knowledge of subject content
- Supportive resources in and out of the classroom
- Best methods for teaching each component
- Developing creative but efficient lesson plans
- Working with other teachers

Practice areas where questions can be applied – testing and formative evaluation

- Understanding student performance and the range of performance in the classroom
- Using tests for learning – not for ranking
- Providing formative feedback to help students learn better

Practice areas where questions can be applied – school management

- Managing school performance
- Maintaining a high quality learning environment
- Community relations
- Budget and financial management
- School maintenance
- Relationship with teachers, students and parents