



# OPTIMIZING ASSESSMENT FOR ALL

## Task review and coding

TALENT, Dakar 8-9 November 2018

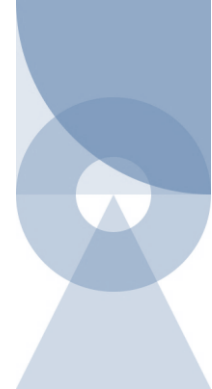


@Care\_Esther

@helyn\_kim

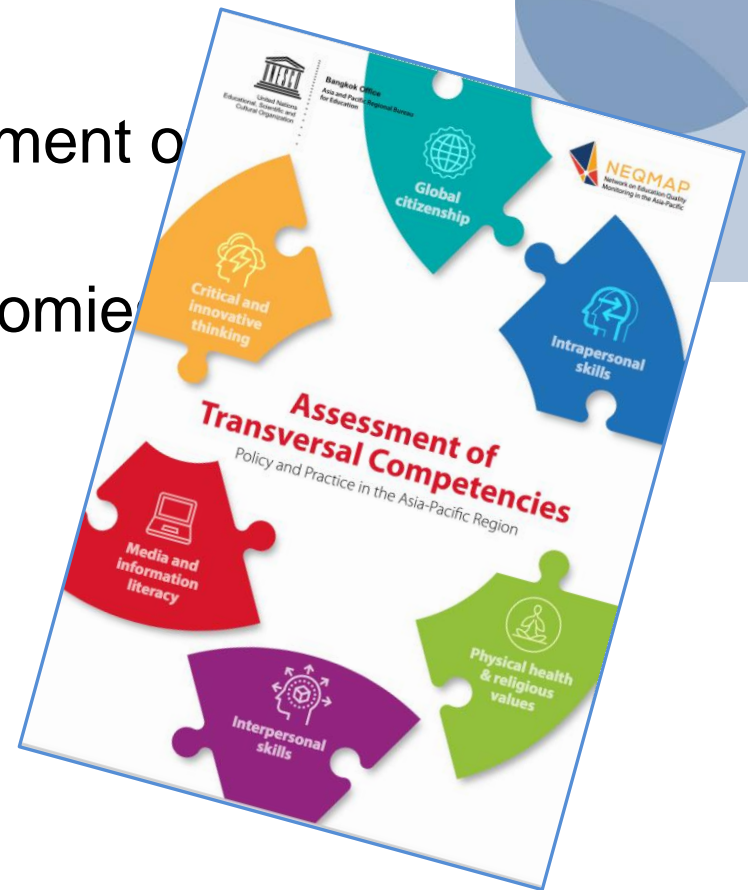
# Agenda

26 Sep		
9:00-9:15	Welcome	Valérie Djioze
9:15-10:15	Review and country example from Asia	Esther Care
10:15-10:45	Coffee break	
10:45-12:30	Country presentations of sources x 8	Country researchers
12:30-1:30	Lunch	
1:30-2:30	Coding categories	Esther Care
2:30-3:30	Experimenting with draft coding	Groups
3:30-4:00	Tea break	
4:00-5:00	Country presentations of items x 2	Country researchers
27 Sep		
9:00-9:15	Review	Helyn Kim
9:15-10:15	Country presentations of items x 2	Country researchers
10:15-10:45	Coffee break	
10:45-12:45	Country presentations of items x 4	Country researchers
12:45-1:45	Lunch	
1:45-2:30	Clarification of coding categories	Helyn Kim
2:30-3:30	Finalization of coding categories	Groups
3:30-4:00	Next steps and close	

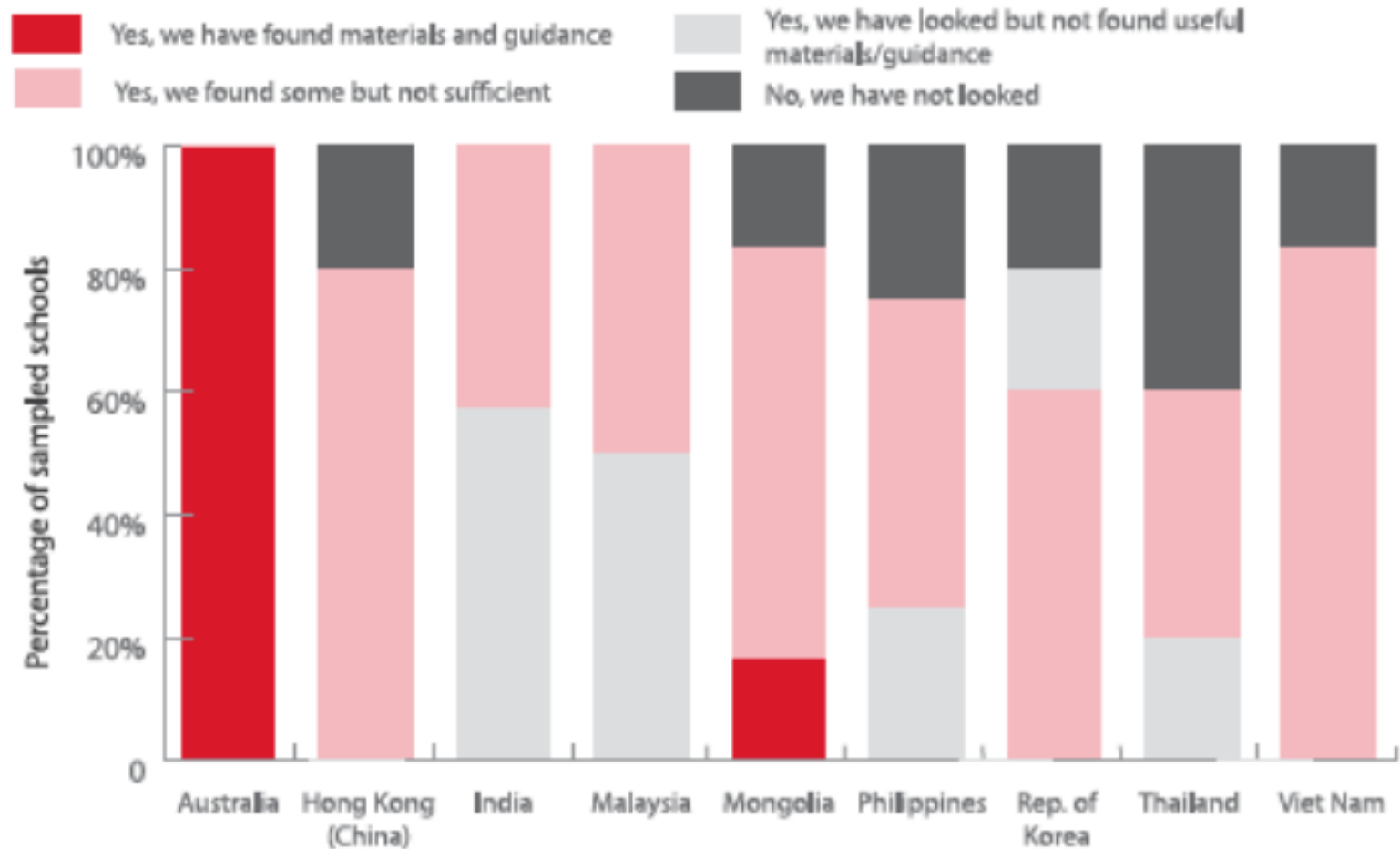


# NEQMAP: Assessment of Transversal Competencies

- gathered information on existing policies and practices of assessing transversal competencies;
- identified challenges in the assessment of transversal competencies;
- recommended how countries/economies in the Asia-Pacific region can proceed



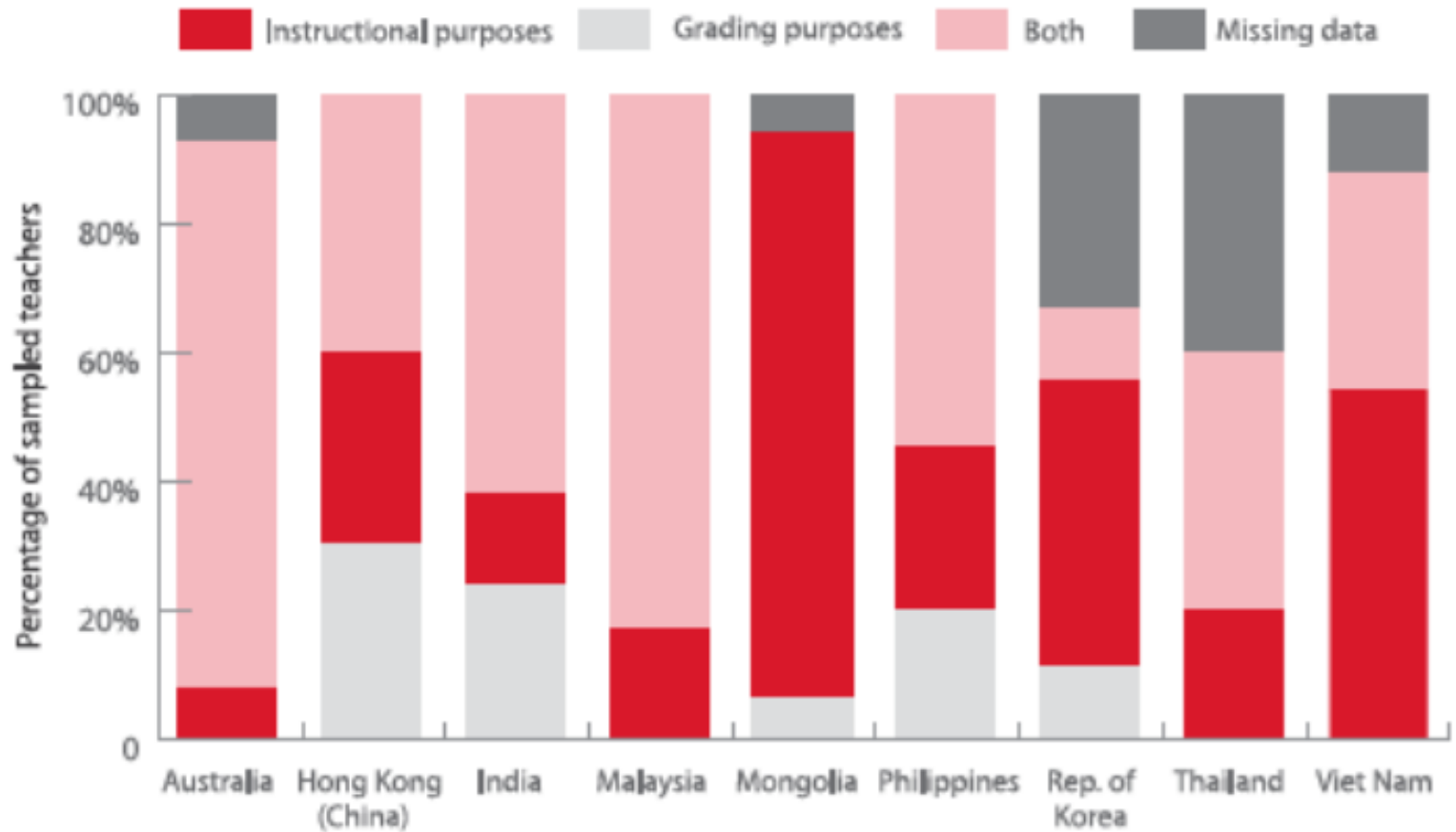
# Findings: Need for resources



Note: There are unequal numbers of respondents across countries.

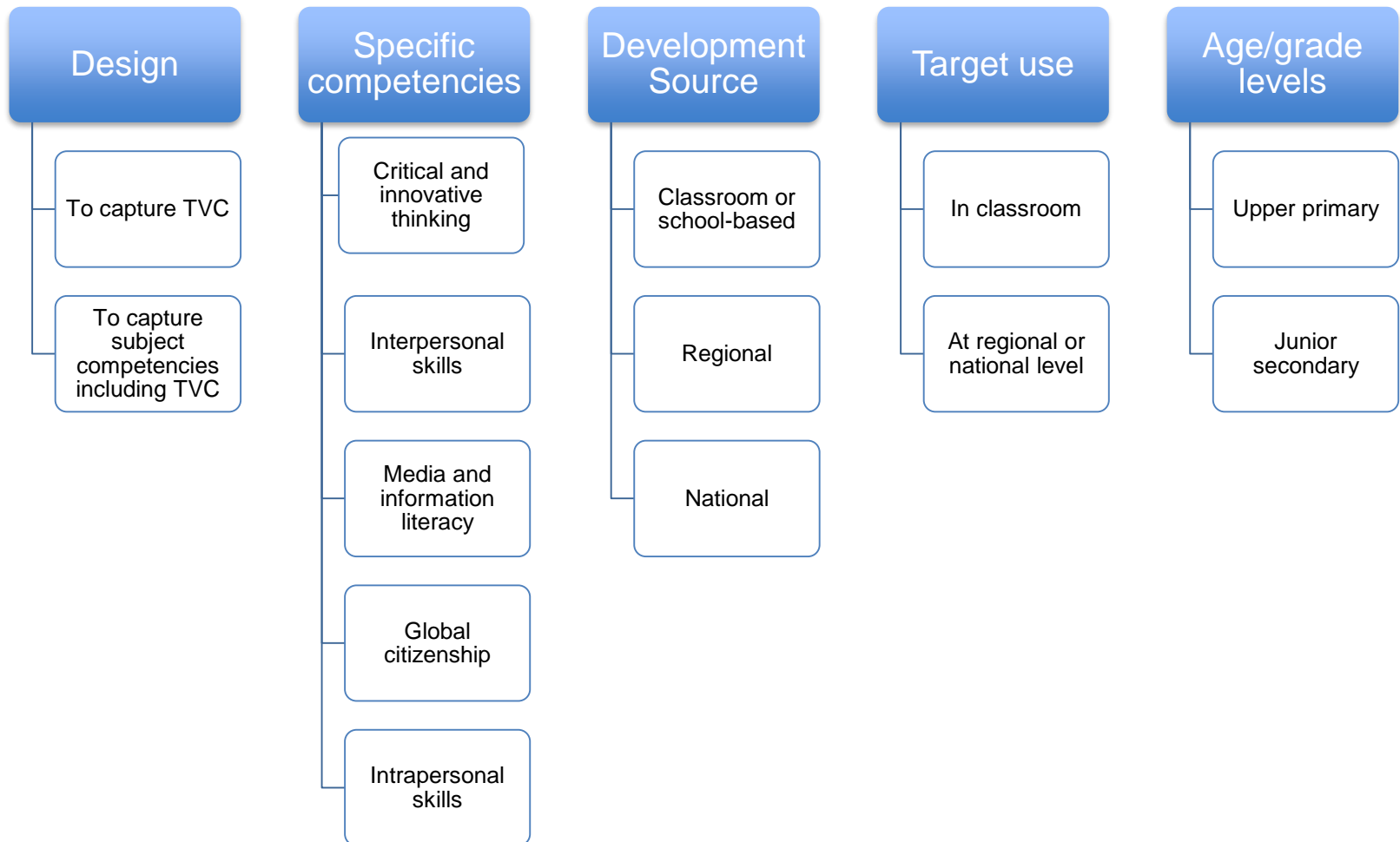
# Findings: Purposes of TVC Assessment

Figure 6: Purposes of TVC assessment



Note: There are unequal numbers of respondents across countries.

# Data capture





# Data capture

- Scoring
- Reporting
- Technical information (reliability and validity, as available for standardised instruments)
- Primary function – teaching or accountability
- Appendix: Example items or whole tool

# Coding

- What TVC are the tools (tasks/items) sampling?
- Are these TVC clearly distinguishable from subject-specific competencies?
- Do the items in the spreadsheet sufficiently capture the characteristics of the tools?
- Is there additional information that would be valuable to capture?

on that would be

Survey ID	Country	Nepal	Nepal	Nepal	Nepal	Nepal	Nepal	Input type
Task name	Tools 1	Tools 2	Tools 3	Tools 4	Tools 5	Tools 6		
1	MCQ	No	No	No	No	No	text	
8	Rating	No	No	No	No	No	drop down	
8	Closed Constructed Response	Yes	Yes	Yes	Yes	Yes	drop down	
8	Open Constructed Response	Yes	Yes	Yes	Yes	Yes	drop down	
8	Other	Raw score	Raw score	Raw score	Raw score	Percentile	drop down	
9	Scoring format for this tool/instrument	No	No	No	No	No	drop down	
10	TVC items scored separately	No	No	No	No	No	drop down	
Not in sur	TVC items reported separately	No	No	No	No	No	text	
Not in sur	Teacher/parent/ student/peer rating						drop down	
Not in sur	Is the instrument standardized? (national applicability only)					Yes	drop down	
11.1	Standardization sample					National	350	
11.1.1	Normative sample size					13 yrs	text	
11.1.2	Normative sample age/level range	No	No	No	No	Yes	drop down	
11.1.3	Normative sample available?					Cronbach's	0.70	
11.2	Reliability estimate available?					Yes	drop down	
11.2.1	Type of reliability					content validity	numeric	
11.2.2	Reliability estimate	No	No	No	Yes	Content Validity	drop down	
11.3	Validity evidence available?					Content	text	
11.3.1	Type of validity evidence							

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## Example of country reporting: Nepal

With thanks to:  
Deviram Acharya  
Section Officer/Data Analyst  
Education Review Office,  
Kathmandu, Nepal

# Introduction



- Tools were collected from school and district
- School visits x 5 schools
- Interaction with teacher and head teacher
- Ask head teacher for permission (school level tools)
- Review the tools against the TVCs
- Translate some items in English

# Assessment resource



- School based assessment : Grade 1-7 & 9
- Public examination : district level assessment @ Grade 8
- Public examination : national level assessment @ Grade 10, 11 & 12
- Up to Grade 7 continuous assessment system/terminal exam

# Grade 1 to 5 learning goals context

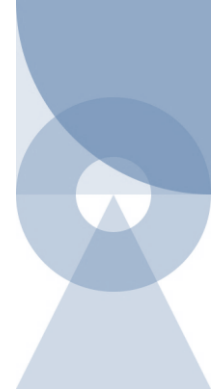


## 3. Objectives of Primary Education

Primary education aims at developing the following aspects in children:

1. To develop social and **moral traits like morality, discipline and self-reliance by creating a sense of nation, national unity and democratic culture.**
2. To develop fundamental linguistic and mathematical skills.
3. To develop fundamental knowledge and **life skills about science, information technology, environment and health.**
4. To develop **creative skills** by arousing interest in arts and beauty.
5. To help in building an **inclusive society by creating a sense of empathy among different castes, religions, languages, cultures and regions.**
6. To develop children with a responsible conduct by sensitizing them about **human rights and social values.**

# Subject domains in the schools



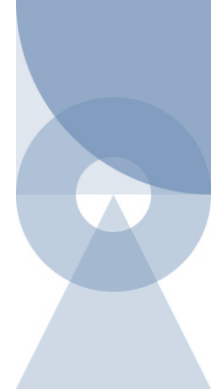
Grade 8	Grade 5
Nepali English Mathematics Social Study Science and Environment Health and Physical Moral Education Profession, Occupation and Tech. Education Local subject	Nepali Mathematics English Social Study and Creative Arts Science Health and Physical Local Subject

# Sample schools description



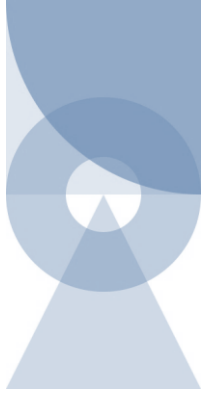
	School1	School2	School3	School4	School5
Type	Private	Public	Private	Public	Public
Location	Rural	Rural	Urban	Urban	Rural
Size	Small	Large	Large	Small	Large
SES	Low	Average	High	Average	Average
Achie...	High	Average	Average	High	Low

# Tools collection



Tools Name	Subject	Item type	Number of items	Number of items assessing TVC
First-term exam 2017 Grade 5	Social Studies & Creative Arts	Short & long answer	19	3
District Level Exam 2017 Grade 8	Science & Environment	MCQ	30	3
District Level Exam 2017 Grade 8	Social Studies	Short & long answer	19	3

# Issues



- Tools are not designed for assessment of TVC
- TVC are spread across different subjects
- Adequate databases of assessments are not found at school level
- Difficult to identify items that sample TVC
- Teachers/Head Teachers are not aware of TVC
- Can TVC be measured through written tests?



# Subject name x item



Example Items	TVC Domain



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