NATIONAL SYSTEM OF SCHOOL LEARNING ASSESSMENT

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Presentation Content

• HISTORY OF SNERS

• SNERS GENERAL OBJECTIVES

• IMPLEMENTATION PROCESS: norms and standards

• RELIABILITY AND VALIDITY OF DATA BIAS

• CHALLENGES FOR QUALITY ASSURANCE
HISTORY AND OBJECTIVES OF SNERS

• Created in 1987, the National institute for studies and action in educational development worked on promoting assessment culture while regularly monitoring education system performance indicators.

• In 1994, SNERS 1 allowed a permanent plan for formative assessment to be put into place;

• In 1995, SNERS 2 reinforced the plan and the existing action framework by integrating subject study and contextual factors into the analysis of school performance;

• In 2004 SNERS 3, resumed after a long break, organising a mid-level assessment;
History and objectives of SNERS (continued)

• In 2006, SNERS 4 allowed the first learning report from PDEF to also prepare the second stage;

• In 2010, SNERS 5 gave true indicators of the education system within the framework of the PDEF;

• In 2012, SNERS 6 integrated into its strategy, recording of competencies. Assessment practices shift towards an integrated approach detailing competencies:

• In 2015, SNERS 7 permits the analysis of school performance and actual life competencies on a metric scale, and their analysis according to cognitive levels

• In 2017, SNERS 8 reinforces its previous analysis by integrating cognitive levels in maths with the idea of providing remediation methods
IMPLEMENTATION PROCESS
Norms and standards

• Question design
  ❑ Review the outlines of the assessment objective
  ❑ Analyse the curricula of targeted levels
  ❑ Establish a specification table for cognitive levels
  ❑ Define methods for writing and examining questions

• Writing questionnaires
  ❑ Take an inventory of factors (linked to students, linked to teachers, linked to the school or environment) susceptible to affecting results
  ❑ Define methods for writing and examining
IMPLEMENTATION PROCESS
Norms and standards (continued)

• **Sampling and testing**
  - Part of the global population
  - Determine the target population in relation to the weight of each stratum
  - Ensure a correct representation
  - Pre-test and carry out psychometric analysis

• **Validity of tools**
  - Analysis of difficulty and discrimination indices;
  - Analysis of question/total correlations for reliability and validity
  - Stabilising the test: good questions retained
IMPLEMENTATION PROCESS
Norms and standards

- **Test administration**
  - Selection and delivery of tools
  - Training test administrators
  - Test proceedings

- **Coding questions**
  - Applying marking criteria
  - Respecting codes

- **Processing and analysing data**
  - Database quality control
  - Calculating averages, standard deviations, coefficients of variation, percentages of success by cognitive level, etc..

- **Reporting and dissemination**
BIAS AFFECTING RELIABILITY AND VALIDITY

• Discrimination indicator: notions of “strong” and “weak” groups allowing for discrimination indicators often subject to discussion. What is the limit for a student being part of a strong or weak group?

• Weakness of optimisation procedures which are only approximate due to being based on question/total correlations (for reliability) or question/criteria correlations (for validity) calculated from all questions.

• Contexts of test implementation: vacations approaching, non-adherence to objectives,
CHALLENGES FOR QUALITY ASSURANCE

• **Alignment to international procedures**
  Have a bank of questions available, create several reports and administrate on a rotating basis

• **Frequency of implementation**
  Regularly organise assessments so recommendations and remediations can be put into practice in real-time.

• **Development of a computer system for effective management**
  Collection, processing and management of assessment data currently needs a functioning computer system and human resources well trained in assessment techniques
• Create student and school index for better use of results of different assessments in the CAQ and PAQ frameworks
• Create specific reports to supply sharing in meetings with concerned parties (journalists, parents, teachers, policymakers, partners, …);
• Carry out in-depth studies in specific domains.
THANK YOU FOR YOUR ATTENTION

(This presentation was translated by Suzanne Atherton, United Nations volunteer translator)