



RÉPUBLIQUE DU SÉNÉGAL

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Ministère de l'Éducation nationale

Institut national d'Étude et d'Action pour le Développement de l'Éducation



NATIONAL SYSTEM OF SCHOOL LEARNING ASSESSMENT

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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

- PRESENTATION SNERS
- 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

CHALLENGES FOR USING DATA

- **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)