

Analysis of National Learning
Assessment Systems [ANLAS]

Manual

October 2019

Table of Contents

Acknowledgements.....	iv
Abbreviations and acronyms	v
1 Purpose of ANLAS	1
2 Main features of ANLAS.....	2
3 The ANLAS model.....	3
3.1 Dimension 1: Context of the assessment system	5
3.2 Dimension 2: Quality of assessment programs	5
3.2.1 Dimension 2A: Quality of large-scale assessment and examination	8
3.2.2 Dimension 2B: Quality of classroom assessment	9
3.3 Dimension 3: Coherence of the assessment system	10
3.4 Application of knowledge and 21 st century skills.....	13
4 ANLAS processes and tools	14
4.1 Initiation, training and planning phase	16
4.1.1 Initiation and familiarization.....	16
4.1.2 National team training	23
4.1.3 Planning activities	23
4.1.4 Conducting stakeholder briefings	27
4.2 Initiation, training and planning tools.....	28
4.2.1 Stakeholder database	28
4.2.2 National team training agenda	29
4.2.3 National team training presentation	29
4.2.4 Stakeholder and document mapping tables.....	30
4.2.5 Implementation plan	31
4.2.6 Risks and mitigation strategies template.....	31
4.2.7 Budget template	32
4.2.8 Stakeholder briefing presentation	33
4.3 Analysis phase.....	33
4.3.1 Describing each ANLAS dimension.....	34
4.3.2 Conducting stakeholder consultations	35
4.3.3 Consolidating information from multiple stakeholder consultations.....	36
4.3.4 Synthesis of the evaluation of key areas, aspects and recommendations for improvement	37
4.4 Analysis tools.....	37

4.4.1	Analytical tables	37
4.4.2	Synthesis tables.....	41
4.5	Reporting and dissemination phase	42
4.5.1	Reporting ANLAS findings	42
4.5.2	Disseminating ANLAS findings	44
4.6	Reporting and dissemination tools.....	44
4.6.1	Dissemination strategy template.....	44
4.6.2	Report template.....	45
4.6.3	Key findings template	50
4.6.4	Key findings presentation template.....	51
5	Glossary.....	53
6	References	64
7	Appendices.....	67
7.1	Appendix 1	67
7.2	Appendix 2	68

Table of Exhibits

Exhibit 1: The ANLAS model.....	4
Exhibit 2: Dimension 1: Context of the assessment system (CN)	5
Exhibit 3: Major characteristics of learning assessments included in ANLAS.....	6
Exhibit 4: Dimension 2A: Quality of large-scale assessment and examination (QLE).....	8
Exhibit 5: Dimension 2B: Quality of classroom assessment (QCA)	9
Exhibit 6: Dimension 3: Coherence of the assessment system (CH)	10
Exhibit 7: ANLAS phases, processes and indicative timeframe	14
Exhibit 8: Processes and tools for the initiation, training and planning phase.....	16
Exhibit 9: Example for ANLAS organization	21
Exhibit 10: Processes and tools for the analysis phase.....	33
Exhibit 11: ANLAS evaluation categories	35
Exhibit 12: Example for synthesis table 1: Overview of ANLAS findings	41
Exhibit 13: Processes and tools for the reporting and dissemination phase.....	42
Exhibit 14: Overview of ANLAS processes and tools for each phase.....	67
Exhibit 15: Example Synthesis table 2: ANLAS findings and recommendations.....	68

Acknowledgements

The Global Partnership for Education (GPE), under the leadership of Ramya Vivekanandan and support of Medjy Pierre-Louis, initiated the Analysis of National Learning Assessment Systems (ANLAS). The GPE Secretariat assigned the development of ANLAS to the Australian Council for Educational Research (ACER). The ANLAS development process included three phases: 1) development of the ANLAS tools and processes (July 2018 to January 2019); 2) pilot implementation of ANLAS in three GPE partner countries (January to August 2019); and 3) revision and refinement of ANLAS based on observations and experiences from the pilot implementations (July to September 2019).

Lead developers of ANLAS under project director Jeaniene Spink at ACER were Ursula Schwantner, Sally Robertson and Naoko Tabata. Substantial input was provided by the ANLAS specialist resource group from the ACER Centre for Global Education Monitoring (ACER-GEM): Ray Adams, Ross Turner, Maurice Walker, Claire Scoular, Debbie Wong, Adeola Monty, Hilary Hollingsworth, Juliette Mendelovits, Judy Nixon, Jennifer Jackson, and Goran Lazendic. Michelle Webber and Amy Denahy provided administrative support and Meredith Bramich provided editorial assistance.

The following independent external reviewers contributed valuable expertise in developing ANLAS: Patrick Nkengne and Marcelo Souto Simão (UNESCO/IIEP Pôle de Dakar), Manuel Cardoso and Matt Brossard (UNICEF), Hilaire Hounkpodoté (CONFEMEN/PASEC), Eileen O'Malley and Ryan Burgess (Porticus), Marguerite Clarke (World Bank) and Sarah Hennell and Caroline Carney (DFID). GPE internal reviewers, Ramya Vivekanandan, Medjy Pierre-Louis, Raphaëlle Martínez, Jean-Marc Bernard, Adrien Boucher, Aya Kibesaki and Janne Perrier, provided substantive input.

The three GPE developing country partners participating in the ANLAS pilot were *Ethiopia* (focal point Mesaye Demessie Zeleke, Deputy Director General, National Educational Assessment and Examination Agency (NEAEA)), *Mauritania* (focal point Mohamed Salem Tfeil Amar, Chef Département des Sciences exactes à l'ENS de Nouakchott, Ecole Normale Supérieure (ENS) de Nouakchott) and *Vietnam* (focal point Le Thi My Ha, Permanent Commissioner, Center of Education Quality Evaluation, Vietnam Education Quality Management Agency). These countries contributed significantly to the consultative development process of ANLAS by allowing the testing of both the *content* of the ANLAS tools, and the *process* of using these tools to analyze the national learning assessment system and to make recommendations for improvement to inform strategies within education sector plans. The efforts of the national focal points and teams, and the various key stakeholders involved in implementing ANLAS, including Coordinating Agencies and Local Education Group leads, are highly appreciated. The contributions of the GPE Secretariat Country Leads responsible for these countries, Subrata S. Dhar for Ethiopia, Aya Kibesaki for Vietnam and Edouard Lamot with the support of Ines Boumaiza for Mauritania, are also gratefully acknowledged.

To facilitate the piloting support for ANLAS in Mauritania in French language, ACER collaborated with CONFEMEN/PASEC. The PASEC technical team contributed substantially to the pilot implementation, in particular Hilaire Hounkpodoté, Antoine Marivin, Ousmane Birba and Guy Roger Kaba. The translation and verification of the toolkit was organized by CONFEMEN/PASEC and undertaken by Brantra in collaboration with cApStAn Linguistic Quality Control.

The substantive contributions and cooperation across the organizations, piloting countries and individuals involved were essential for the ANLAS development process.

Abbreviations and acronyms

ACER	Australian Council for Educational Research
ACER-GEM	Australian Council for Educational Research Centre for Global Education Monitoring
ADB	Asian Development Bank
A4L	Assessment for Learning
ANLAS	Analysis of National Learning Assessment Systems
CA	Coordinating Agency
CONFEMEN	Conférence des Ministres de l'Éducation des États et Gouvernements de la Francophonie (in English: Conference of Ministers of Education in French-Speaking Countries)
DCP	Developing Country Partner
DFID	Department for International Development (United Kingdom)
EMIS	Education management information system
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ESA	Education Sector Analysis
ESP	Education Sector Plan
ESPIG	Education Sector Program Implementation Grant
GPE	Global Partnership for Education
ICT	Information and communication technologies
IRT	Item Response Theory
IIEP	International Institute for Educational Planning
LASEF	Learning Assessment Systems Evaluation Framework
LEG	Local Education Group
NEAEA	National Educational Assessment and Examinations Agency
PASEC	Program d'analyse des systèmes éducatifs de la CONFEMEN (in English: Programme for the Analysis of Education Systems)
PISA-D	Program for International Student Assessment (PISA) for Development
SABER	Systems Approach for Better Education Results
SDGs	Sustainable Development Goals
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

1 Purpose of ANLAS

The *Analysis of National Learning Assessment Systems (ANLAS)* has been initiated by the Global Partnership for Education (GPE) as part of the Assessment for Learning (A4L) initiative to provide a resource for developing country partners to build effective and sustainable learning assessment systems for evidence-based decision making in education policy and practice and to support education sector planning.¹

Established in 2002 as a multi-stakeholder partnership of developing country governments², donor nations, international organizations, civil society, philanthropy, teachers and the private sector, GPE focuses on supporting and funding efforts of partner countries in building equitable education systems through developing education sector plans that are sound and credible, effectively implemented, and rigorously monitored. GPE also works to ensure that development aid is well coordinated and invested in underfunded, strategically important elements of the education sector plans, and that partners' comparative strengths are leveraged. In GPE's strategic plan for the 2016–2020 period,³ a core goal is improved and more equitable learning outcomes.

Learning assessments are important tools for education systems to monitor and achieve such outcomes, as well as to inform evidence-based policymaking and reform processes, and to improve teaching and learning practice.⁴ At the global level the agenda around the Sustainable Development Goal for Education (SDG 4)⁵ to '*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*' by 2030, has reinforced a focus on learning assessment to gain data on learning that allow to establish and monitor education quality and learning progress.

For GPE, high quality learning assessment systems are a key element of effective and efficient education systems. They allow to track progress of learning outcomes and equity-related factors and contribute to a strong evidence base for education sector planning and policy implementation. The importance of learning assessment is also operationalized by requiring countries that apply for GPE Education Sector Program Implementation Grants (ESPIGs) to have a system or mechanism in place to capture learning data and to monitor student learning outcomes, or a time-bound plan to develop such mechanisms. In addition, GPE also offers results-based financing through the variable tranche of its ESPIGs in relation to a number of transformational and sector-level results, including in relation to learning outcomes. GPE also monitors the progress countries are making with building good quality learning assessment systems. Indicator 15 of the GPE Results Framework explores the proportion of developing country partners with a learning assessment system in place for the basic education cycle that meets quality standards.⁶

To further strengthen the capacity of learning assessment systems in partner countries, and to promote a holistic measurement of learning, GPE launched the Assessment for Learning (A4L) initiative in 2017. The *Analysis of National Learning Assessment Systems (ANLAS)* is one of the major components of A4L and provides a resource for partner countries to systematically gather and

¹ Global Partnership for Education, "Concept Note: Analysis of National Learning Assessment Systems (ANLAS)," 2018.

² By September 2019 the GPE listed 68 developing country partners and 20 donor nations. For more information see <https://www.globalpartnership.org/>

³ Global Partnership for Education, "GPE 2020: Improving Learning and Equity through Stronger Education Systems," 2016.

⁴ Cresswell, "System-Level Assessment and Educational Policy," 2017.

⁵ Inter-Agency and Expert Group on Sustainable Development Goal Indicators, "Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators," 2016, 19.

⁶ "Methodology Sheet for Global Partnership for Education Result Indicator 15," GPE, 2018, <https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-15..>

analyze information about their national learning assessment systems to inform the development and implementation of improvement strategies as part of the wider education sector planning process.

Embedded in the broader Education 2030 agenda and the efforts of the international community to monitor progress towards achieving SDG 4, ANLAS is provided by GPE as a global good for countries around the world that wish to undertake a comprehensive analysis of their national learning assessment system.

2 Main features of ANLAS

The *Analysis of National Learning Assessment Systems (ANLAS)* is a resource that countries can use to systematically gather and analyze information about their national learning assessment systems.

ANLAS has the following main features:

- ANLAS is *a comprehensive, qualitative analysis* of a national learning assessment system, focusing on three dimensions:
 - Context of the assessment system
 - Quality of assessment programs
 - Coherence of the assessment system

Each dimension has several key areas with a defined quality objective against which the key area is evaluated.

An important element of ANLAS that is relevant to all three dimensions is the application of knowledge and demonstration of 21st century skills.

This ANLAS model is described further in Chapter 3 of this manual.

- ANLAS is conceptualized as *a country-led, participative process* that is implemented by a national team, led by a team leader, and guided by a steering committee. The two main methods for completing the qualitative analysis in ANLAS are document review and consultations with key stakeholders in the education system and in the assessment system. The participative analysis process enables key stakeholders to collaboratively analyze the learning assessment system, identify where improvements are required and make recommendations on how to strengthen the assessment system. A dissemination strategy is developed to share and discuss the recommendations and key findings and to ensure broad application of the findings. A focus is thereby given to the development of improvement strategies that can be implemented through the country's education sector planning process, or other policy processes.

It is encouraged that ANLAS be conducted as part of the broader education sector analysis and planning process in a country to ensure the findings feed into the development and implementation of improvement strategies included in a national Education Sector Plan (ESP). In other words, and as an example, ANLAS can be undertaken as a precursor to or as part of an education sector analysis process such that the key findings and recommendations can be subsequently reflected in an Education Sector Plan. However, ANLAS can also be conducted during other phases of the policy cycle and re-injected into annual reviews or mid-term reviews that would eventually lead to the revision of the education sector plans.

The ANLAS processes are described further in Chapter 4 of this manual.

- The ANLAS *manual* (this document) and *a set of tools* (in the form of Microsoft Word (2013) and Microsoft Excel (2013) templates) are provided to support the implementation process and to guide the analysis. Countries can adapt the tools to best fit the national context. This contextualization ensures that the identified areas and concrete recommendations for improvement are relevant and appropriate. The ANLAS manual and tools can be accessed through the GPE website⁷.

The ANLAS tools and instructions on how to use the tools are provided in Chapter 4 of this manual. The technical terms used in this manual and in the analysis tools (see section 4.4) are defined in the Glossary in Chapter 5. The glossary terms are underlined in the ANLAS manual and throughout the analytical tables.

These main features of ANLAS distinguish it from other initiatives such as the World Bank Systems Approach for Better Education Results (SABER)⁸ or the Learning Assessment Systems Evaluation Framework (LASEF)⁹ that allow for evaluation, benchmarking or rating of assessment systems. In particular, ANLAS differs through its cross-dimensional consideration and focus on 21st century skills, the country-led, participative process involving key stakeholders in the education system and the assessment system, its integration into education sector planning processes, and the contextualization of tools. ANLAS also goes beyond initiatives that focus on identifying capacity needs to implement assessment programs as, for example, in the PISA for Development (PISA-D) Capacity Needs Analysis.¹⁰

3 The ANLAS model

As the name indicates, the focus of ANLAS is on national learning assessment systems. Learning assessment systems are broadly defined as a group of policies, practices, structures, organizations and tools for generating sound, high quality data on learning and achievement that provide robust evidence for education policy and practice with the ultimate aim to improve education quality and learning outcomes.¹¹

This definition shows clearly that an assessment system consists of much more than solely administering different types of assessment programs. Instead, the quality of an assessment system is determined by the quality of each single element, as well as their combined quality. This includes the linkages and interactions between the different elements of the assessment system, in order to gain and use high quality data for evidence-based decision making in policy and practice.¹²

The ANLAS model shown in Exhibit 1 provides the framework for the qualitative analysis of national learning assessment systems. The ANLAS model is based on the above definition and widely acknowledged concepts of learning assessment systems. Several frameworks were consulted to operationalize the key areas and quality objectives in each dimension.¹³ In particular, these were

⁷ <https://www.globalpartnership.org/>

⁸ Clarke, "What Matters Most for Student Assessment Systems: A Framework Paper: Systems Approach for Better Education Results (SABER) Student Assessment Working Paper No. 1," 2012.

⁹ Network for African Learning Assessments (NALA), "Learning Assessments Systems Evaluation Framework (Draft)," n.d.

¹⁰ OECD, "PISA for Development Capacity Needs Analysis: Cambodia," 2016.

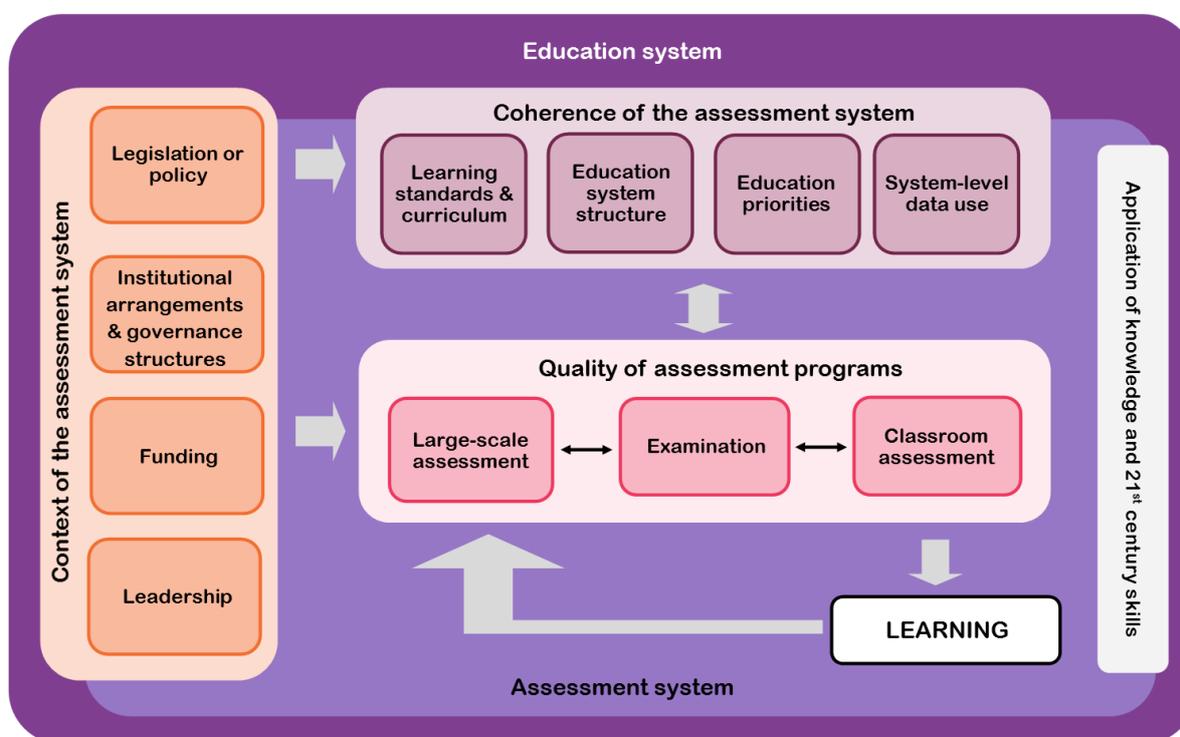
¹¹ Braun, et al., "Improving Education through Assessment, Innovation, and Evaluation," 2006; Clarke, 2012; Ravela, et al., *The Educational Assessments That Latin America Needs*, 2009).

¹² Clarke, 2012.

¹³ Including frameworks for World Bank SABER (see Clarke, 2012); Indicator 15 of the GPE Results Framework (see GPE, 2018); the Network for African Learning Assessments draft framework for evaluating learning assessment systems (NALA, n.d.); the PISA for Development Capacity Needs Analysis (OECD, 2016); the OECD Synergies for Better Learning Evaluation and Assessment Framework (OECD, *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*, 2013); the framework for the System-wide Analysis of

informed by the World Bank's SABER-Student Assessment framework, questionnaire and rubrics¹⁴, Indicator 15 of the GPE Results Framework¹⁵ and the Principles of Good Practice for Learning Assessment¹⁶.

Exhibit 1: The ANLAS model



The ANLAS model focuses on three dimensions:

- *Context of the assessment system*, at central as well as decentralized levels
- *Quality of assessment programs*: large-scale assessment, examination and classroom assessment
- *Coherence of the assessment system*, with regard to the wider education system and other elements within the assessment system.

An important element of ANLAS that is relevant to all three dimensions is the *application of knowledge and 21st century skills*. This element relates to the core purpose of learning assessment, defined as *the process of gathering and analyzing information on what students know, understand, can do and what progress they are making, in order to make informed decisions about the learning process*.¹⁷

The three dimensions of the assessment system, context, quality and coherence, and the cross-dimensional element of application of knowledge and 21st century skills are integrated to favor the use of assessment data in education policy and practice, with the ultimate aim to *improve learning*.¹⁸

Assessment Practices (Australian Council for Educational Research, "System-Wide Analysis of Assessment Practices (SWAAP) Concept Note (Working Draft)," 2017).

¹⁴ Clarke, 2012.

¹⁵ GPE, 2018.

¹⁶ Australian Council for Educational Research Centre for Global Education Monitoring and UNESCO Institute for Statistics, "Principles of Good Practice in Learning Assessment," 2017.

¹⁷ Clarke, 2012; Masters, "Reforming Education Assessment: Imperatives, Principles and Challenges," *Australian Education Review* 57, 2013.

¹⁸ GPE, 2018.

The three ANLAS dimensions and the cross-dimensional element of application of knowledge and 21st century skills are described further in the next section.

3.1 Dimension 1: Context of the assessment system

This dimension refers to the broader context in which the assessment system is located and the extent to which this context is supportive of the assessment system.¹⁹ The four key areas presented in Exhibit 2 have been identified as important to create a sustainable environment for quality learning assessments to take place in an effective and efficient way.

Exhibit 2: Dimension 1: Context of the assessment system (CN)

Key area	Quality objective
CN1 Legislation or policy	The assessment system is guided by legislation or policy.
CN2 Institutional arrangements and governance structures	The government has well-established institutional arrangements for learning assessment with clear governance structures.
CN3 Funding	The government provides sufficient and stable funding for the assessment system.
CN4 Leadership	The government demonstrates leadership and political will in support of the assessment system. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.

Learning assessment needs to be guided by legislation or policy in order to gain meaningful evidence at all levels of the education system, from national and sub-national levels, to school and classroom level to the level of individual learners. That is, learning assessment needs to be purposefully designed, implemented, analyzed and disseminated to provide the adequate evidence for the education policies and practices they aim to inform.²⁰ Clear governance structures, institutional arrangements and accountability mechanisms are required to ensure national policies for learning assessment are implemented effectively. The provision of sufficient and stable funding is essential for establishing a sustainable assessment system. Leadership is required to achieve broad acceptance of learning assessment among all key stakeholder groups concerned, from national and sub-national government units and external agencies with major responsibilities in learning assessment, to education and professional development program providers, school leaders, teachers, students and parents, to development partners and donors, civil society and private sector organizations involved in education. The government's strong support for the assessment system is essential to engage stakeholders effectively in the assessment system, ensuring that contributions are directed towards the improvement of learning.²¹

3.2 Dimension 2: Quality of assessment programs

Quality of assessment programs refers to the overarching key quality concepts for learning assessments: clarity and consistency of purpose, fitness for purpose, technical rigor, objectivity and independence, transparency and accountability and ethicality and fairness.²² These overarching key quality concepts are relevant and applicable to all learning assessments.

¹⁹ "Enabling context" in Clarke, 2012; NALA, n.d.

²⁰ ACER & UIS, 2016.

²¹ Clarke, 2012.

²² ACER-GEM & UIS, 2017.

ANLAS focuses on large-scale assessments, examinations and classroom assessments that target children and young learners in primary and secondary education, in all schools within the system (including public, private and community schools), and out of school.

The three assessment program types can be characterized by their main purposes, scope and the main indicators that are typically derived to address education priorities in policy and practice (see Exhibit 3).

Exhibit 3: Major characteristics of learning assessments included in ANLAS

Assessment program	Main purposes	Scope	Main indicators
<p>Large-scale assessments, including <u>school-based assessments</u> and <u>household-based assessments</u> that are funded or supported by government, donors and civil society organizations.</p> <ul style="list-style-type: none"> • <u>National large-scale assessments</u> are of national scope, including government-supported national assessments, EGRA and EGMA programs and <u>household-based assessments</u> (for example, UNICEF MICS, or <u>citizen-led assessments</u> implemented by members of the PAL Network)²³. • <u>International/regional large-scale assessments</u> include programs such as PISA and PISA-D; PIRLS, TIMSS, ICCS, LLECE, PASEC, SACMEQ, PILNA, and SEA-PLM.²⁴ 	<ul style="list-style-type: none"> • To gain <u>performance data</u> and <u>contextual data</u> for monitoring education system performance in order to inform education policy and practice²⁵ • <u>National large-scale assessments</u> focus on national <u>education priorities</u> • <u>International or regional large-scale assessments</u> allow comparison with other education systems 	<ul style="list-style-type: none"> • National (or sub-national), regional, international • <u>Sample-based</u> or <u>census</u> • Typically school-based, in some cases household-based • Conducted in annual to five year periods²⁶ • Focus on one or more <u>learning domains</u> that are defined and operationalized in an <u>assessment framework</u>; can be referenced to a <u>curriculum</u> • High degree of standardization 	<ul style="list-style-type: none"> • Performance indicators of learning outcomes, typically reported as <u>scale scores</u> or <u>performance levels</u> • Context indicators about important factors associated with learning outcomes • <u>Trend indicators</u> about change in performance and context over time and between grades²⁷

²³ "[Assessment]," n.d., <https://palnetwork.org/>.

²⁴ OECD (Program for International Student Assessment and PISA for Development); International Association for the Evaluation of Educational Achievement (Progress in International Reading Literacy Study; Trends in International Mathematics and Science Study; International Civics and Citizenship Education Study); United Nations Educational, Scientific and Cultural Organization Regional Bureau for Education in Latin America and the Caribbean (Latin American Laboratory for Assessment of the Quality of Education); Conference of Ministers of Education in French-Speaking Countries (Program for the Analysis of Education Systems); Southern and Eastern Africa Consortium for Monitoring Educational Quality; Education and Quality Assessment Program (EQAP) (The Pacific Islands Literacy and Numeracy Assessment (PILNA)); Southeast Asian Ministers of Education Organization (SEAMEO) and United Nations International Children's Emergency Fund (South-East Asia Primary Learning Metrics).

²⁵ Clarke, 2012; Lietz, et al., "Implementation of Large-Scale Education Assessments," 2017 .

²⁶ Clarke, 2012.

²⁷ OECD, "PISA 2012 Results: What Students Know and Can Do - Student Performance in Mathematics, Reading and Science (Volume 1, Revised Edition, February 2014)," 2014.

Assessment program	Main purposes	Scope	Main indicators
<p>Examinations are public <u>examinations</u> of national or sub-national scope.</p> <ul style="list-style-type: none"> • <u>National examinations</u> include public <u>examinations</u> of national scope. • <u>Sub-national examinations</u> include public <u>examinations</u> that are implemented only in some states/provinces/districts/systems. 	<ul style="list-style-type: none"> • To gain <u>performance data</u> to make decisions about individual students' progress through the education system (for example, certification, grade progression, selection)²⁸ • Results of standardized <u>examinations</u> can be aggregated at various levels of the education system to provide information on system performance 	<ul style="list-style-type: none"> • National (or sub-national) • <u>Census</u> (all eligible students) • Administered externally or by the school • Typically conducted annually²⁹ • Focus on the main (or all) subjects in the <u>curriculum</u>; typically <u>curriculum</u>-based • Typically high degree of standardization 	<ul style="list-style-type: none"> • Performance indicators on <u>performance standards</u>, typically reported as a letter grade, a number grade, a category (for example, pass/fail), or a <u>scale score</u>³⁰ • Context information about students may be used for school-level analysis (for example, gender, socio-economic background)³¹
<p>Classroom assessments</p> <ul style="list-style-type: none"> • There can be a wide range of <u>classroom assessment</u> practices within a country. The purpose of ANLAS is to get a general sense of <u>classroom assessment</u> practices in a country, as guided by national or sub-national level documents for <u>classroom assessment</u>. 	<ul style="list-style-type: none"> • To gain diagnostic information about individual learners' state and progress with the aim to inform continuous improvement of learning in individual classrooms through identifying areas of strength and weakness in student performance to guide further action³². • Data from standardized <u>classroom assessment</u> can be aggregated to provide information on students' learning at different levels of the education system 	<ul style="list-style-type: none"> • Local • All students in a class • Administered by teachers in schools • Conducted on a needs basis, or as defined by existing policies • Focus on a wide range of content; usually <u>curriculum</u>-based • Multiple methods are used, incl. standardized or non-standardized, teacher-developed tests, portfolios of work generated by students; typically low degree of standardization 	<ul style="list-style-type: none"> • Diagnostic information about where individual learners are in their learning and what progress they are making

In relation to the main purposes, scope and main indicators of the assessment programs covered in ANLAS, separate key areas are operationalized for quality of large-scale assessment and examination, and quality of classroom assessment.

²⁸ Clarke, 2012.

²⁹ Clarke, 2012.

³⁰ Opposs and Gorgen, "What Is Standard Setting?," 2018.

³¹ OECD, 2013.

³² Clarke, 2012; Datnow, Park, and Wohlstetter, "Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students," 2007.

3.2.1 Dimension 2A: Quality of large-scale assessment and examination

Quality of large-scale assessment and examination is operationalized through eight key areas that relate to the particular, overarching purpose of gaining data on education system performance (see Exhibit 3).³³ The key areas and quality objectives for this dimension are presented in Exhibit 4. While these apply for both program types, each large-scale assessment and examination is analyzed separately.

Exhibit 4: Dimension 2A: Quality of large-scale assessment and examination (QLE)

Key area	Quality objective
QLE1 <u>Assessment team and resources</u>	There is an assessment team with dedicated staff that is appropriately skilled and adequately resourced to complete the diverse tasks associated with <u>large-scale assessment and examination</u> . Opportunities are provided to build capacity of the assessment team in relevant areas.
QLE2 <u>Assessment framework</u>	There is documentation that clearly defines the knowledge and skills to be assessed in the <u>learning domains</u> , provides a rationale for the <u>contextual data</u> collected, and specifies the design of the assessment program. This documentation is made available to <u>assessment instrument</u> developers, key stakeholders and the public.
QLE3 <u>Assessment instruments</u>	Quality assurance mechanisms are in place to ensure the <u>assessment instruments</u> are reliable, valid and fair.
QLE4 <u>Sampling</u>	The <u>sample</u> , through the use of scientific sampling methods, helps to guarantee appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results. <i>[In the case of <u>census assessments or examinations</u> this key area should be skipped.]</i>
QLE5 <u>Field operations</u>	Quality assurance mechanisms are in place to ensure <u>field operations</u> are standardized, monitored and documented, so that the data are collected under the same conditions, independent of the administration context, in an efficient and secure manner.
QLE6 <u>Data management</u>	Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented.
QLE7 <u>Data analysis</u>	Technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the population(s) of interest. Analytical results are fully documented and reproducible.
QLE8 <u>Reporting and dissemination</u>	Appropriate products and approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.

To provide meaningful data for education policy and practice, large-scale assessments and examinations must use well-founded methods in each of these key areas. As such, the quality

³³ The quality objectives defined for quality of large-scale assessment and examination are derived from the '14 key areas of a robust assessment program', ACER-GEM and UIS, 2017, 9.

objectives derived for ANLAS focus on the aspects of each key area that are most essential for achieving technical rigor.

3.2.2 Dimension 2B: Quality of classroom assessment

Quality of classroom assessment is operationalized through six key areas that relate to the particular purpose of classroom assessment to gain diagnostic information about individual learners' state and progress with the aim to inform continuous improvement of learning³⁴ (see Exhibit 3). The key areas and quality objectives for this dimension are presented in Exhibit 5.

Exhibit 5: Dimension 2B: Quality of classroom assessment (QCA)

Key area	Quality objective
QCA1 Guidelines	There are official guidelines or recommendations for classroom assessment.
QCA2 Education and professional development	Programs are provided for teacher trainers, current and future teachers, and school leaders to build their capacity in classroom assessment. The programs are aligned with official guidelines or recommendations for classroom assessment.
QCA3 Resources and tools	A variety of resources and tools is available for teachers to undertake classroom assessment that allows students to apply their knowledge and demonstrate skills in key learning domains. The knowledge and skills assessed are clearly defined in alignment with official learning standards or curriculum.
QCA4 Assessment methods	Teachers use multiple assessment methods in order to support valid and reliable assessment of students' learning.
QCA5 Quality assurance	Formal quality assurance mechanisms are in place at the school and national/sub-national levels to ensure the quality of classroom assessment practices.
QCA6 Use of data in teaching and learning	Data from classroom assessment is used to improve teaching and learning.

The key areas and quality objectives for classroom assessment are informed by general quality principles that relate to policy,³⁵ capacity,³⁶ resourcing and practices,³⁷ including quality assurance of

³⁴ Like large-scale assessments and examinations, data from standardized classroom assessments can be aggregated to provide information on different levels of the education system (for example, at the national, district, school and classroom levels). In this case, the quality principles described for large-scale assessments and examinations are also applicable for standardized classroom assessments.

³⁵ Clarke, 2012; Van der Kleija, Cumming, and Looney, "Policy Expectations and Support for Teacher Formative Assessment in Australian Education Reform," *Assessment in Education: Principles, Policy & Practice* 25, no. 6, 2017.

³⁶ OECD, 2013; Van der Kleija, Cumming, and Looney, 2017; Quyen and Khairani, "Reviewing the Challenges of Implementing Formative Assessment in Asia: The Need for a Professional Development Program," *Journal of Social Science Studies* 4, no. 1, 2017; Helen Timperley, "Using Assessment Data for Improving Teaching Practice" (paper presented at the ACER Research Conference, Assessment and Student Learning: Collecting, interpreting and using data to inform teaching, Perth, 16-18 August 2009); Masters, 2013.

³⁷ OECD, 2013; Masters, 2013; Renshaw, et al., "Teachers Using Classroom Data Well: Identifying Key Features of Effective Practices: Final Report," 2013.

these practices and use of the information gathered to inform teaching and learning.³⁸ Guidance for classroom assessment at the system-level is important to ensure practitioners have a shared understanding of the purposes of classroom assessment and the key learning domains and knowledge and skills to be assessed, in alignment with official learning standards or curriculum. Official guidelines are also required to inform classroom assessment practices, together with the provision of suitable resources and tools. System-level support and resourcing is also essential to build and strengthen teachers' capacity in classroom assessment through education and professional development. This includes the capacity to clearly articulate the knowledge and skills to be assessed, use a variety of methods to assess a broad range of knowledge and skills and to support valid and reliable inferences about learning outcomes, apply scoring/marking schemes, interpret assessment results, and to provide input and feedback to students about their learning state and progress.

While guidance can be provided at the system-level, the practices of implementing classroom assessment may vary substantially among teachers, schools and education systems. It is therefore important to differentiate the relevant levels of school education that may have an impact on analyzing the six key areas in the national context, for example, primary and secondary education, basic education (primary and lower secondary education), lower secondary education or higher secondary education.

ANLAS provides a resource to explore the quality of classroom assessment and how classroom assessment is used at the system, school and classroom level to inform teaching and learning practice and aspects of education policy. It is not intended for ANLAS to provide a representative picture of classroom assessment practices in a country. However, a resulting recommendation could be to develop and undertake a representative study of classroom assessment practices to gain further evidence and understanding of these practices at the national and sub-national levels.

3.3 Dimension 3: Coherence of the assessment system

This dimension relates to the extent to which the assessment system is consistent with important aspects of the broader education system and other aspects within the assessment system, such as the contexts for learning assessment and the various assessment programs.³⁹ 'Coherence' is operationalized through four key areas, as described in Exhibit 6.

Exhibit 6: Dimension 3: Coherence of the assessment system (CH)

Key area	Quality objective
CH1 <u>Learning standards and curriculum</u>	The <u>assessment system</u> provides relevant data on students' knowledge and skills in key <u>learning domains</u> . The knowledge and skills assessed focus on the application of knowledge and demonstration of skills, and are aligned with <u>official learning standards</u> or <u>curriculum</u> .
CH2 <u>Education system structure</u>	The <u>assessment system</u> provides relevant data on the state and progress of students' learning at key stages of primary and secondary school education, and for relevant levels of the education system.
CH3 <u>Education priorities</u>	The <u>assessment system</u> provides robust evidence on students' learning, and the contexts in which learning takes place, to inform priorities in education policy and practice. The purpose of assessment programs is clearly defined.
CH4 <u>System-level data use</u>	Assessment data is used for evidence-based policy and decision making.

³⁸ OECD, 2013; Masters, 2013; Renshaw et al., 2013; Datnow, Park and Wohlstetter, 2007; Timperley, 2009.

³⁹ Clarke, 2012.

Consistency between the assessment system and other elements of the education system is essential in order to ensure the assessment system provides the relevant data to inform teaching and learning practice and to evaluate, monitor and improve the education system in its entirety.

'Relevant data' relates to the key learning domains and how students' knowledge and skills are assessed in the various programs included in the analysis. The focus of the analysis is therefore on the application of knowledge and demonstration of skills (see section 3.4) in alignment with official learning standards or curriculum.

Another key aspect is the provision of learning data at key stages of primary and secondary school education, and for relevant levels of the education system, from monitoring the state and progress of individual students, aggregated at the classroom or school level, to system-monitoring of learning data at the national or sub-national levels. In addition, international or regional assessments allow comparison with other education systems, and to learn about the relative strengths or weaknesses of the education system. Relevant data concerning the education system structure also include linked performance data that allow system-level monitoring of learning progress over time or between grades.

Relevant data are also required to address priorities in education policy and practice. This relates back to the policy context and guidance provided at the system-level for learning assessment. Clarity and consistency of purpose are essential in order for learning assessment to provide robust evidence in the form of learning data on students' application of knowledge and demonstration of skills in key learning domains, including 21st century skills, and the contexts in which learning takes place, to inform education priorities.⁴⁰ Education priorities to be addressed with assessment data include, for example, to improve students' knowledge and skills in key learning domains; teaching, learning and assessing 21st century skills; achieving particular education goals and targets (for example, a proportion of students reaching a minimum standard in a learning domain); ensuring equity in education (for example, quality education for all, girls and boys, students with special education needs); improving the quality of educational practice (for example, instructional practice, school leadership and management, school infrastructure and resources); and improving teacher education and professional development.

Finally, coherence is established through the assessment data and findings being used in education policy and practice, with the ultimate aim to improve learning. Major areas for the use of assessment in evidence-based decision making are review and development of national policies, education sector planning processes and global education monitoring.⁴¹

A number of factors have been found to influence the use of assessment in education policy. Among these factors, four are considered most relevant for either facilitating or inhibiting the use of assessment in policy and practice:⁴²

- *Integration of the assessment into policymaking processes*, for example, through legislation or a legal mandate for the regular conduct and financing of assessments; effective communication between policymakers and assessment bodies; ensuring that the assessment collects data that are relevant to education policy; and clear and relevant reporting mechanisms to inform policy.

⁴⁰ ACER and UIS, 2006.

⁴¹ ACER and UIS, 2006; Wagner, et al., "The Debate on Learning Assessments in Developing Countries," *Compare: A Journal of Comparative and International Education* 42, no. 3, 2012; Best, et al., "The Impact of National and International Assessment Programs on Education Policy, Particularly Policies Regarding Resource Allocation and Teaching and Learning Practices in Developing Countries: Final Report," 2013; ACER 2017.

⁴² Best, et al., 2013; UNESCO Institute for Statistics, "The Impact of Large-Scale Learning Assessments," 2018; Tobin, et al., "Using Large-Scale Assessments of Students' Learning to Inform Education Policy: Insights from the Asia-Pacific Region," 2015; UNESCO, "Analyzing and Utilizing Assessment Data for Better Learning Outcomes," 2017.

- *Quality of assessments*, in particular technical rigor of assessment methods, including scientific sampling procedures (population coverage), psychometric quality, validity and reliability of assessment instruments and the application of appropriate analytic methods. Ensuring and documenting that the methods used apply to scientific or technical standards is important in providing proof of technical rigor.
- *Effective reporting and dissemination strategies, and translation into useable information for stakeholders*. A broad dissemination strategy that considers different stakeholders, media and the public is important to enable and increase the use of assessment results. In addition, clear communication channels and feedback loops between different areas of the education system facilitate the use of results.
- *Capacity to analyze and use evidence effectively*. Technical capacity of education bureaucracy and availability of technical experts have been highlighted as important to enable effective analysis and use of assessment data in policymaking.

Important factors that specifically affect the *use of assessment in education practice* include:

- *Relevance of assessment*: Assessments for learning should provide high quality information that is relevant to teaching and learning, curriculum and pedagogy.⁴³
- *Capacity of teachers and school leaders to use assessment effectively*: Teachers need to build 'assessment literacy',⁴⁴ which represents the skills and understanding necessary to be able to implement, analyze, interpret and utilize the results of assessment. Furthermore, teachers need sufficient knowledge of relevant pedagogy and subject content to be able to make appropriate adjustments to their teaching practice.⁴⁵
- *Policy expectations and support*: Clear policy expectations and adequate support at the system level (that is, national and sub-national levels) for school personnel to use assessment data to inform their teaching and learning. This may include: assessment policies that are aligned with curriculum and pedagogy; guidelines on classroom assessment; funding of professional development activities for teachers and school leaders and practical resources to undertake and use assessment.⁴⁶

These factors are considered in ANLAS dimension 1 Context of the assessment system, and dimension 2 Quality of assessment programs, and consolidated in dimension 3 Coherence of the assessment system.

⁴³ Timperley, 2009; OECD, 2013.

⁴⁴ Masters, 2013, 63.

⁴⁵ Quyen and Khairani, 2017; Ratnam-Lim and Tan, "Large-Scale Implementation of Formative Assessment Practices in an Examination-Oriented Culture," *Assessment in Education: Principles, Policy & Practice* 22, no. 1, 2015; Timperley, 2009.

⁴⁶ "Making Use of Assessments for Creating Stronger Education Systems and Improving Teaching and Learning: Paper Commissioned for the 2017/8 Global Education Monitoring Report, Accountability in Education: Meeting Our Commitments," 2017, <http://unesdoc.unesco.org/images/0025/002595/259564e.pdf>.; Gallagher and Worth, "Formative Assessment Policies, Programs, and Practices in the Southwest Region (Issues & Answers Report, Rel 2008–No. 041)," 2008; Renshaw, Baroutsis, van Kraayenoord, Goos, and Dole, 2013; Van der Kleija, Cumming, and Looney, 2017.

3.4 Application of knowledge and 21st century skills

The application of knowledge and 21st century skills is an important cross-dimensional element of ANLAS. This element relates to the underlying purpose of learning assessment that is defined as *the process of gathering and analyzing information on what students know, understand, can do and what progress they are making, in order to make informed decisions about next steps in the educational process.*⁴⁷

It is an increasing priority for countries around the world to assess the skills, knowledge, attributes and values that contribute to the holistic development of learners and that build the foundation for successful participation in life-long learning, occupational careers, society and life in general.⁴⁸ A focus has been on skills that are considered particularly important to succeed in today's knowledge-based society in which innovation and technology are predominant. These skills are often referred to as 21st century skills.⁴⁹ Other terminology commonly used to describe this set of skills includes *general capabilities, transversal competencies* or *cross-curricular competencies*. Prominent examples of such skills are problem solving, critical thinking, creativity, communication, collaboration, and social-emotional skills (for example, intrapersonal, interpersonal, empathy).⁵⁰

What is common to these 21st century skills is that they may be a learning domain of their own or they may be embedded in a learning domain or academic subject.⁵¹ Teaching and assessing the skills in the context of a subject allows students to apply the skills in concrete areas, providing a sustainable approach for skills development and transfer. Embedding the skills in subject areas also provides a familiar and authentic context within which the skills can be assessed. The focus of the assessment can still be a skill, such as critical thinking or problem solving, but contextualized within a specific subject area such as science or mathematics. Some skills may be more amenable to specific subjects, for example, problem solving in mathematics, or critical thinking in science. Some subject areas may allow for development or demonstration of multiple skills and an assessment may choose to focus on several of these skills. For example, 21st century skills in reading literacy may include critical, reflective reasoning skills and the ability to interpret and understand a broader range of texts and materials. Similarly in mathematics, 21st century skills require critical reasoning with mathematical content, information and ideas represented in multiple ways.⁵² It is therefore important to clearly define what an assessment intends to measure.

Assessing the application of knowledge and demonstration of skills, such as students' ability to solve problems, to think creatively and critically, to communicate their understanding, or to collaborate with others, is in contrast to approaches that solely focus on the demonstration of factual knowledge and routine procedures.⁵³ In traditional subject areas, students' ability to demonstrate factual knowledge and routine procedures has often been the focus of assessment. However, given that the nature of 21st century skills is more process orientated, more innovative assessment is required that provides students the opportunity to apply their knowledge and demonstrate these skills.

ANLAS provides an opportunity for countries to examine the extent to which learning assessment focuses on the application of knowledge and demonstration of skills, and the extent to which 21st century skills are an integral part of their assessment system.

⁴⁷ Clarke, 2012; Masters, 2013.

⁴⁸ Global Partnership for Education, 2018.

⁴⁹ Care and Luo, "Assessment of Transversal Competencies: Policy and Practice in the Asia-Pacific Region," 2016.

⁵⁰ Scoular and Care, "Teaching of Twenty-First Century Skills: Implications at System Levels in Australia " 2017.

⁵¹ "The Glossary of Education Reform: 21st Century Skills," 2016, <http://edglossary.org/21st-century-skills/>.

⁵² "Literacy and Numeracy for the 21st Century," 2019, <https://rd.acer.org/article/literacy-and-numeracy-for-the-21st-century..>

⁵³ Turner, *Described Proficiency Scales and Learning Metrics. Assessment Gems No. 4*, 2014.

4 ANLAS processes and tools

This chapter describes the processes involved in conducting ANLAS and the tools provided to support countries and national teams in implementing these processes.

The ANLAS processes are implemented in three main phases:

1. Initiation, training and planning phase
2. Analysis phase
3. Reporting and dissemination phase.

Exhibit 7 shows an overview of the ANLAS processes according to these three phases and an indicative timeframe. The timeframe for the implementation of ANLAS will depend on a number of factors, including:

- The size, composition and availability of the national team
- The scope of the analysis, that is, the assessment programs included and the number of stakeholders consulted in the analysis phase
- The availability of stakeholders for the consultations
- The need to translate the ANLAS manual and tools.

Therefore, the time required to undertake ANLAS varies, depending on the resources and needs of the country. *The indicative timeframe provided in Exhibit 7 considers a period of six months, with a national team of eight to 12 members, working on ANLAS part-time.* The time required for many of the processes of the initiation, training and planning phase is indicated as variable, depending on the country context. Planning and monitoring timelines, as well as strategies to secure availability of team members are therefore essential to ensure the successful completion of ANLAS.

Exhibit 7: ANLAS phases, processes and indicative timeframe

Phase and processes	Indicative timeframe ⁵⁴
Initiation, training and planning phase	Variable
<ul style="list-style-type: none"> • Initiation and familiarization: <ul style="list-style-type: none"> – Nominating a national team leader – Establishing a national team – Establishing a steering committee – Budget pre-approval 	Variable
<ul style="list-style-type: none"> • National team training 	2 days
<ul style="list-style-type: none"> • Planning activities: <ul style="list-style-type: none"> – Identifying the assessment programs to be included in the analysis – Stakeholder and document mapping – Completing the implementation plan – Identifying risks and mitigation strategies – Developing a detailed budget 	1–2 weeks

⁵⁴ Considering a period of six months, with a national team of eight to 12 members, working on ANLAS part-time.

Phase and processes	Indicative timeframe ⁵⁴
Initiation, training and planning phase	Variable
<ul style="list-style-type: none"> Conducting stakeholder briefings 	Variable; The main stakeholder briefing can be conducted on a half day; allow time for additional stakeholder meetings as required
Analysis phase	8–10 weeks
<ul style="list-style-type: none"> Describing each ANLAS dimension 	3 weeks
<ul style="list-style-type: none"> Conducting stakeholder consultations to discuss the descriptions, evaluate the key areas, and identify aspects and recommendations for improvement for each dimension 	3–4 weeks
<ul style="list-style-type: none"> Consolidating information from multiple stakeholder consultations for each dimension 	1–2 weeks
<ul style="list-style-type: none"> Synthesis of the evaluation of key areas, aspects and recommendations for improvement from all dimensions 	1 week
Reporting and dissemination phase	8–10 weeks
<ul style="list-style-type: none"> Reporting ANLAS findings: <ul style="list-style-type: none"> Preparing the ANLAS report Preparing the key findings document Preparing the key findings presentation 	Allow 3 weeks for drafting the ANLAS report Allow 1 week for review through the steering committee and other key stakeholders Allow 1–2 week(s) for finalizing the ANLAS report Allow 1–2 week(s) for preparing the key findings document and presentation
<ul style="list-style-type: none"> Disseminating ANLAS findings: <ul style="list-style-type: none"> Developing a <u>dissemination strategy</u> Undertaking dissemination activities 	Variable; Allow 2 weeks to plan the dissemination activities

The ANLAS processes need to be planned in detail to best suit each country's context. Suggestions for adaptations of the generic ANLAS processes to the national context are noted throughout the manual, based on the experiences of the three countries that piloted ANLAS.⁵⁵

An overview of all ANLAS processes and tools for each phase is provided in Exhibit 14 in Appendix 1.

⁵⁵ ANLAS was piloted in Ethiopia, Mauritania and Vietnam.

4.1 Initiation, training and planning phase

This section discusses the processes and tools that support the initiation, training and planning phase. An overview is provided in Exhibit 8.

Exhibit 8: Processes and tools for the initiation, training and planning phase

Initiation, training and planning phase	Initiation, training and planning tools
<ul style="list-style-type: none"> • Initiation and familiarization: <ul style="list-style-type: none"> – Nominating a national team leader – Establishing a national team – Establishing a steering committee – Budget pre-approval • National team training • Planning activities: <ul style="list-style-type: none"> – Identifying the assessment programs to be included in the analysis – Stakeholder and document mapping – Completing the implementation plan – Identifying risks and mitigation strategies – Developing a detailed budget • Conducting stakeholder briefings 	<ul style="list-style-type: none"> • Stakeholder database • National team training agenda • National team training presentation • Stakeholder and document mapping tables • Implementation plan • Risks and mitigation strategies template • Budget template • Stakeholder briefing presentation

While the initiation, training and planning processes are indicated as a sequence, countries can implement these in the order that is most suitable to the national context. For example, countries may wish not to establish a steering committee for ANLAS, or they may choose to establish the steering committee at the start, to use this capacity to nominate the national team leader and to select the team members. Establishing a steering committee was not part of the piloting process of ANLAS, but introduced by one country, Vietnam. Based on the experienced benefits of having a steering committee in this context, which were to ensure high-level buy in, facilitate communication with stakeholders and support the work of the national team throughout the different phases of ANLAS, this component was included in the ANLAS processes.

Another example for adapting the initiation, training and planning phase to the local context is that countries may wish to conduct the stakeholder briefing prior to the team training, in order to raise awareness and to inform all key stakeholders about ANLAS, including national team members and steering committee members. This was the case in two piloting countries, Mauritania and Vietnam. In Ethiopia, the team training was held prior to the stakeholder briefing.

The details provided in the next section, and the instructions for using the tools associated with this phase (see section 4.2) aim to facilitate the organization and adaptation of the initiation, training and planning phase in the national context.

4.1.1 Initiation and familiarization

ANLAS can be initiated by a unit or agency of the government, typically involved in education sector planning, or assessment, monitoring and evaluation. It can also be proposed by a development partner and subsequently initiated by the government. ANLAS is designed to be embedded into the broader education sector planning process, so it is essential that senior representatives from the

education planning unit are involved in the initiation and throughout the implementation of ANLAS. This can also involve the GPE focal point within the Ministry of Education in the country.

It is encouraged that ANLAS is embedded into the broader education sector planning process, for example, at or prior to the point at which a country conducts an education sector analysis, which would facilitate the formulation of strategies to improve the learning assessment system as part of the Education Sector Plan (ESP) and the operationalization of these strategies through the implementation of the ESP. However, it is important to note that a country may also choose to conduct ANLAS at another stage of the education sector planning process, if appropriate, such as during the course of ESP monitoring or as part of a sector review. Undertaking ANLAS as part of the broader education sector planning process may also have implications for the funding of ANLAS (see section 4.1.1d).

Initiating ANLAS in a country therefore requires discussions at the country level and consensus across partners (through the Local Education Group or equivalent structure) in order to identify the best entry point in the country's policy cycle, such that the country can make the best use of the findings generated by ANLAS.

Familiarization with the ANLAS manual and tools is important for all key stakeholders involved in the initiation, training and planning phase. Familiarity with the ANLAS model – the content of the analysis, the implementation processes and the tools provided is required in order to undertake the activities associated with this phase, including:

- Nominating a national team leader
- Establishing a national team
- Establishing a steering committee
- Budget pre-approval

These activities are described further in the next section.

4.1.1a Nominating a national team leader

ANLAS is designed as a country-led process. It is therefore required that countries establish a national team with a dedicated team leader who is responsible for the overall coordination and implementation of ANLAS. Leadership and commitment are essential to successfully complete ANLAS.

The government may choose to appoint a national team leader who is a representative of a government unit or agency, or they may choose to nominate an external contractor as the national team leader. In both piloting countries, Ethiopia and Vietnam, the nominated focal point was an 'internal' staff member of a government institution. For Mauritania, the government chose to nominate an external, local contractor as the focal point.

The government may also decide to appoint an additional, external expert to provide guidance on certain aspects of the ANLAS implementation. External support could be provided by a consultant from within or outside of the country.⁵⁶ Senior representatives in the relevant government units or agencies and the GPE Focal Point, or the ANLAS steering committee (see section 4.1.4) may be able to provide guidance on nominating a national team leader and for establishing whether additional expert support is required.

⁵⁶ During the ANLAS pilot implementation support was provided by the ACER and CONFEMEN country-liaisons on a needs basis for the different phases of ANLAS. In addition to remote support, an in-country visit was undertaken during the analysis phase. In Mauritania additional in-country visits were undertaken by CONFEMEN to support the training and planning phase and the reporting phase. The training of the national teams for Ethiopia and Vietnam was facilitated remotely by ACER. The pilot implementation support was considered to be useful by the three piloting countries.

If an external contractor is appointed, it is important that additional time is allowed during the initiation phase for developing the contract and for establishing communication between the contractor and the national team. Any professional fees associated with hiring an external contractor will also need to be considered (see section 4.1.1d).

When selecting the national team leader, it is important to consider their availability to support ANLAS throughout all three phases – initiation, training and planning; analysis; and reporting and dissemination. It is also essential that the national team leader has the appropriate expertise to successfully lead ANLAS within the country. It is recommended that a formal Terms of Reference is developed to support this role. The information in this section can be used for this purpose.

The key responsibilities of the national team leader may include:

- Coordinating the implementation of ANLAS in the country
- Leading the national team during all phases of the implementation, ensuring successful completion
- Representing the national team on the steering committee and communicating with the steering committee
- Organizing and coordinating the stakeholder briefing, the national team training, and the dissemination activities.

The recommended criteria for selecting a national team leader include:

- Sound knowledge of the learning assessment system of the country, and the country's Education Sector Plan
- Adequate degree in education, social sciences, public policy, economics or related field
- Adequate research, writing, and communication skills
- Adequate professional experience working on primary and secondary education
- Adequate knowledge and working relationships with the key stakeholders involved in learning assessment in the country
- Ability to devote adequate time to the implementation of ANLAS
- Effective time management, organizational and team management skills.

These criteria can be adapted to suit the needs of the country context.

4.1.1b Establishing a national team

The government should establish a national team that is responsible for undertaking ANLAS. Senior representatives in the relevant government units or agencies and the GPE Focal Point, or the ANLAS steering committee may be able to provide guidance on this process.

It is recommended that ANLAS is implemented by a national team comprised of eight to 12 members, including the national team leader. This team size is recommended to enable:

- National team members to work part-time on ANLAS
- Short-term periods of absences of some team members (for example, due to competing work demands), to be covered by other team members
- Sub-teams to be formed to complete the analysis
- ANLAS to be conducted over a period of six months or less.

It is recommended that the national team is comprised of:

- Senior representatives from relevant national government units, for example:
 - Monitoring and evaluation, assessment, examination
 - Policy and planning
 - Curriculum
 - Teacher education and professional development
- Senior representatives from relevant sub-national government units
- Senior representatives from government units or (external) agencies responsible for conducting learning assessment programs
- Senior representatives of civil society and other organizations which are involved in conducting learning assessment programs, if appropriate.

It is essential that the national team is comprised of members with a range of expertise related to the learning assessment system. This includes selecting team members with:

- Knowledge about and familiarity with the learning assessment system of the country and the key stakeholders involved, including the areas of:
 - Legislation and national education policies, including policy review and development
 - Institutional arrangements and governance structures for learning assessment
 - Funding of learning assessment
 - Learning standards and curriculum
- Knowledge about the learning assessment programs of the country, including:
 - Large-scale assessment and examination:
 - Management
 - Development and design
 - Sampling
 - Field operations
 - Data management, data analysis and reporting
 - Classroom assessment in primary and secondary school education:
 - Official guidelines and recommendations
 - Education and professional development of teachers and school leaders
 - Resources and tools for classroom assessment
 - Classroom assessment methods
 - Quality assurance mechanisms
 - Use of data at the classroom and school levels to improve teaching and learning
- Knowledge about the national education sector planning process, including the Education Sector Analysis and Education Sector Plan, and ability to liaise with the key stakeholders responsible for education sector planning. Ideally some of the team members have good working relations with the main stakeholders involved in the education sector planning process, including the GPE Focal Point, Local Education Group, and Coordinating Agency.
- Experience in stakeholder consultations and document review, as these are the main sources of data for ANLAS.

It is recommended that the national team leader allocates national team members to sub-teams for each ANLAS dimension depending on their areas of expertise: 1 Context of the assessment system, 2A Quality of large-scale assessment and examination, 2B Quality of classroom assessment, and 3 Coherence (see Exhibit 9 in section 4.1.1c). This team structure was found to be useful for countries that piloted ANLAS.

Each sub-team should have at least two members, including a sub-team leader who can lead the team to work on this dimension. The sub-teams can focus on the planning activities, analysis and reporting within their relevant dimensions. It is also essential that there is close communication and collaboration between the sub-teams throughout ANLAS. In particular the analysis of dimension 3 Coherence of the assessment system requires in-depth exchange about the other dimensions.

All national team members should ideally be available for the full duration of ANLAS. Where team members are unavailable for periods of time, this may affect the timeframe for implementing ANLAS and therefore needs to be reflected in the implementation plan. A formal Terms of Reference may be developed to support the roles in the national team. The information in this section can be used for this purpose.

The details of the national team members can be documented in the stakeholder database (see section 4.2.1).

4.1.1c Establishing a steering committee

It is recommended that the government establish a steering committee that provides guidance and oversight of ANLAS in the country. In some contexts, there may be sub-sectoral working groups that focus on learning assessment or related themes that can be leveraged or drawn upon for this purpose. Senior representatives in the relevant government units or agencies and the GPE Focal Point may be able to provide guidance on this process.

The steering committee serves several purposes:

- Ensuring that there is strong support from stakeholders for the implementation of ANLAS, and using the findings from ANLAS in the education sector planning process
- Facilitating communication with key stakeholders, including high-level officials
- Providing quality assurance and guidance to the national team.

It is recommended that a formal Terms of Reference is developed for the steering committee, to outline the responsibilities in ANLAS. The information in this section can be used for this purpose. The responsibilities may include the following:

- Supporting the selection of the national team members and the national team leader
- Supporting the budget pre-approval process
- Providing guidance to the national team on the stakeholders to involve in the stakeholder briefings and consultations, and for sourcing relevant documents required for the analysis
- Reviewing the analysis and recommendations (for example, in synthesis tables)
- Reviewing the ANLAS report, key findings document and key findings presentation
- Providing guidance to the national team regarding the dissemination of ANLAS findings to stakeholders
- Supporting the use of the ANLAS findings in the education sector planning process.

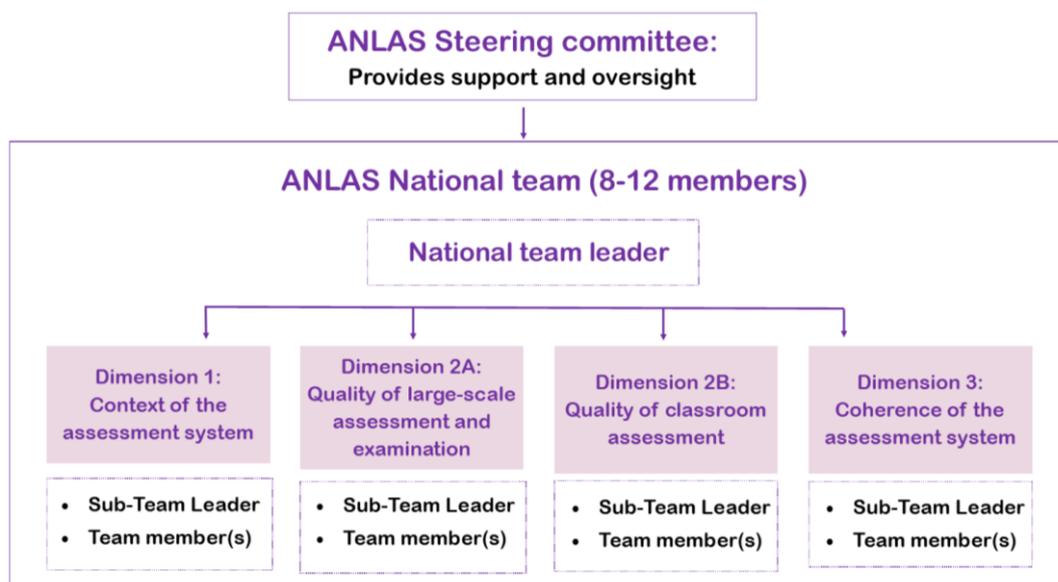
The size and composition of the steering committee should be determined by the needs of the country. It is recommended that the steering committee includes the following representatives:

- The national team leader
- Senior representatives from relevant national government units, including the GPE Focal Point and other areas such as:
 - Policy and planning, including those involved in education sector planning
 - Monitoring and evaluation, assessment, examination
 - Curriculum
 - Teacher education and professional development
- Senior representatives from government units or (external) agencies responsible for conducting learning assessment programs
- Senior representatives from relevant sub-national government units
- Development partners and donors involved in education and learning assessment
- Representatives from relevant non-governmental organizations, for example, civil society and private organizations, teacher and parent organizations or unions
- Representatives from universities and research institutions, in particular to provide quality assurance and guidance to the national team, as well as to help with disseminating the methodology and findings among the national research community.

The details of the steering committee members can be documented in the stakeholder database (see section 4.2.1).

Exhibit 9 provides an example for the organization of ANLAS, including the steering committee and national team with a dedicated team leader and different sub-teams for each ANLAS dimension.

Exhibit 9: Example for ANLAS organization



4.1.1d Budget pre-approval

Sufficient funding is crucial in order for ANLAS to be successful. If the country is implementing ANLAS as part of or as a precursor to a broader education sector analysis process which is supported by an active or upcoming Education Sector Plan Development Grant (ESPDG) from GPE, it may be possible

to access this grant to contribute to the funding of ANLAS.⁵⁷ The implementation of recommendations stemming from ANLAS to improve learning assessment systems can be supported by national budgets and/or external financing, such as GPE's Education Sector Plan Implementation Grant (ESPIG). For information on ESPDG and ESPIG funding possibilities in the country, the national team leader for ANLAS should contact the country's GPE Focal Point within the Ministry of Education and/or the GPE Coordinating Agency in the country. However, from a long-term sustainability perspective, it is critical to allocate domestic financing to ensure the quality of the learning assessment system on a recurrent basis.

The detailed budget planning is scheduled to occur during the training and planning phase (see section 4.1.3e) as this requires in-depth planning about how ANLAS will be implemented by the national team. Therefore, during the initiation phase, budget pre-approval should be sought. This process will be different for each country, but should start as early as possible to ensure ANLAS is included in the relevant budgets.

It is recommended that at least USD 16,000 is allocated to cover the logistical costs of implementing ANLAS. This figure is based on the experiences of the three countries that piloted ANLAS, which each had a unique context. This budget included the following logistical costs:

- In-country expenses for ground transportation, meals and incidentals for the members of the national team, including for the stakeholder briefing, national team training, data collection, consultation meetings and dissemination activities
- In-country expenses for ground transportation, meals and incidentals that may be required for stakeholders to participate in activities such as the stakeholder briefing, data collection, consultation meetings and dissemination activities
- In-country expenses for venue hire, catering and meeting material that may be required, including for the stakeholder briefing, national team training, data collection, consultation meetings and dissemination activities.

This budget of USD 16,000 excludes:

- The cost of staff time or other professional fees, for example, if the national team, the steering committee or other stakeholders will need to receive payment
- The cost of recruiting an external national team leader or other consultant to support the ANLAS implementation.

Therefore, the budget will need to be adjusted accordingly, should these expenditures be required.

The budget required for the ANLAS logistical costs will also vary depending on the country context and on the way that ANLAS is implemented within the country. For example, the budget will need to take into account the following:

- The number and location of the stakeholder consultations
- Any government policies on the use of per diems for national team members
- The size of the national team and steering committee
- The need for translation and interpreters, if documents need to be translated into local languages or if interpreters are needed for the stakeholder briefings and consultations

⁵⁷ It should be noted, however, that the ESPDG and other GPE grants are driven directly by the country. The guidelines for ESPDGs can be accessed at: <https://www.globalpartnership.org/content/guidelines-education-sector-plan-development-grants>.

- The local costs involved in catering, venue hire and transport, and accommodation in case retreats are organized (for example, some pilot countries organized a writing retreat for the national team to develop the report)
- The number and organization of dissemination events.

A budget template is provided as part of the planning tools (see 4.2.7). While it is suggested to complete this budget template during the planning phase, this may also assist countries with the budget pre-approval. As indicated, the ANLAS steering committee may provide support for the budget pre-approval process.

4.1.2 National team training

For ANLAS to be effective, it is essential that all national team members have a shared understanding of the purpose of ANLAS, the implementation processes and the tools provided.

The national team leader is responsible for training the national team, and therefore needs to know and understand the ANLAS resources in great detail. The national team members should also familiarize themselves with the ANLAS materials prior to the training.

A training agenda is provided as part of the ANLAS tools (see section 4.2.2). The training consists of presentation material, activities to engage with the ANLAS tools, and planning activities. Further time to complete the planning activities should be allocated following the training (see section 4.1.3). The training agenda and timeframes can be adjusted by the national team leader to meet the needs of the national team. The national team leader should share the training agenda with the team members prior to the training.

Invitations to the training should be sent to the team members as early as possible and the importance of all national team members attending the training should be emphasized. If a national team member is unable to attend, an alternative training session should be offered by the national team leader.

A training presentation is provided for the national team leader to present on ANLAS (see section 4.2.3). Prior to the training, the national team leader should review the presentation and add any country-specific information and notes. During the training, the national team leader should present each of the presentation slides and discuss each of the ANLAS processes and tools with the national team members. The presentation also includes activities for the national team to complete. The national team leader should guide the team members through these activities and answer any questions the team members may have. The team leader is also responsible for adapting the proposed training activities to the local context as required.

4.1.3 Planning activities

The ANLAS planning activities are undertaken by the national team during and following the national team training. They involve:

- Identifying the assessment programs to be included in the analysis
- Stakeholder and document mapping
- Completing the implementation plan
- Identifying risks and mitigation strategies
- Developing a detailed budget

These activities are described further in the next section.

4.1.3a Identifying the assessment programs to be included in the analysis

In order to plan the ANLAS implementation in detail, it is necessary that the national team identifies and decides about the assessment programs to be included in the analysis. The following guidelines should be considered to identify the relevant assessment programs at the country level:

- The assessment programs included in ANLAS are large-scale assessment, examination and classroom assessment. A definition of these assessment programs is provided in section 3.2 of this manual and in the Glossary (Chapter 5). Exhibit 3 in section 3.2 describes the major characteristics of these programs.
- Large-scale assessments, examinations and classroom assessments should be included that are **current** or have been **recently undertaken**, for example, in the last five years.

These guidelines for selecting the relevant assessment programs at the country level are also indicated in Analytical table dimension 1: Context of the assessment system. Analytical table 1 also requires a brief description of the assessment programs included.

For large-scale assessments and examinations this description should be based on the characteristics indicated in Analytical table dimension 2A: Quality of large-scale assessment and examination. Note that each large-scale assessment and examination that is included in the analysis has to be analyzed separately (see section 4.4.1).

For classroom assessment it is required to identify and indicate the relevant levels of school education that need to be differentiated to meaningfully analyze the quality of classroom assessment in the national context. For example:

- Primary education
- Secondary education
- Basic education (primary and lower secondary education)
- Lower secondary education
- Higher secondary education

In order to decide which levels of school education should be differentiated in the analysis, it is recommended that the national team carefully reviews Analytical table dimension 2B: Quality of classroom assessment. Note that the quality of classroom assessment should be analyzed separately for each relevant level of school education (see section 4.4.1).

It is recommended that the national team together with the ANLAS steering committee reflect on the decision about the assessment programs to be included in the analysis.

4.1.3b Stakeholder and document mapping

The two main methods for completing the qualitative analysis in ANLAS are document review and stakeholder consultations. The stakeholder and document mapping needs to be undertaken in order to identify the key stakeholders and documents to be consulted during the analysis phase (see section 4.3). The stakeholder and document mapping tables are provided to support this process (see section 4.2.4). They contain a list of relevant key stakeholder groups and documents for each of the ANLAS domains, differentiated by system and program level.

In order to identify the relevant stakeholders and documents to be consulted for each dimension, the national team needs to consider the assessment programs to be included in the analysis (see section 4.1.3a). Furthermore the national team needs to be familiar with the content of the analytical tables (see section 4.4.1).

The ANLAS dimensions 1 Context of the assessment system and 3 Coherence of the assessment system primarily involve system level stakeholders and documents. The quality dimensions 2A Quality of large-scale assessment and examination, and 2B Quality of classroom assessment, are designed to primarily involve program level stakeholders and documents.

Note that for dimension 2A Quality of large-scale assessment and examination, each assessment program included in the analysis has to be analyzed separately (see sections 4.3 and 4.4).

For dimension 2B Quality of classroom assessment, the stakeholder and document mapping also has to consider the relevant levels of school education that need to be differentiated in order to meaningfully analyze the quality of classroom assessment in the national context (see section 4.1.3a). In addition, different types of primary and secondary schools should be considered for the stakeholder mapping, for example, government schools, public schools, private schools or independent schools. This is particularly important to identify school leader and teacher representatives to be consulted. In this context it is important to consider the purpose of ANLAS to gain a general sense of how classroom assessment is used at the system, school and classroom level to inform teaching and learning practice and aspects of education policy important to classroom assessment (see section 3.2.2).

The key stakeholders and documents identified should be recorded in the stakeholder and document mapping table. As a next step, the national team should source the relevant documents and organize the contact details of the key stakeholders identified. These will be needed to arrange stakeholder consultations for the analysis, based on the implementation plan (see section 4.1.3c). The contact details of the key stakeholders can be added in the stakeholder database (see section 4.2.1).

It is recommended that the national team consults with the ANLAS steering committee about the completed stakeholder and document mapping tables. The steering committee can also provide support to source the required documents and contact the key stakeholders identified.

The following examples from the ANLAS pilot implementation are provided to illustrate the key stakeholder groups, and number of key stakeholders consulted:

- For the ANLAS pilot in *Ethiopia*, 80 key stakeholders were consulted, including senior experts and directors from the Federal Ministry of Education (7), NEAEA (13) and four regional education bureaus (7); primary school teachers (19), primary school principals and cluster supervisors (5), secondary school teachers (9), and parent representatives (3) in three regions and from Addis Ababa city administration; training providers from nine different regions' College of Teacher Education (9) and Development Partners (8) (USAID, UNICEF, DFID, and World Bank).
- In *Mauritania*, approximately 76 stakeholders from the following groups were consulted in the ANLAS pilot, including senior experts from the Ministry of Education in the areas of monitoring and evaluation, cooperation, education inspection, planning, human resources, basic education, secondary education, exams and competitions, the national evaluation division, administration and finance, national educational institute, and the regional education bureau; representatives from the evaluation agency; training program providers; heads of schools and teachers in six schools: primary, secondary, rural, urban, public, private; national bureau of parent representatives, teacher union basic education; teacher union secondary schools; the national statistical office; and development partners, including UNICEF, World Bank, French Development Agency, Spanish Cooperation and additional partners in the LEG.
- For the ANLAS pilot in *Vietnam* the national team consisted of 18 members representing the Center of Educational Quality Evaluation, Vietnam Education Quality Management Agency, the Centre of Educational Quality Evaluation, Department of Secondary Education,

Department of Primary Education, Department of International Cooperation, Department of Teacher and Education Manager, the Vietnam National Institute of Educational Sciences and the National Academy of Education Management. The broad range of key stakeholder groups represented in the national team allowed the members to discuss and evaluate the key areas based on the initial descriptions, and therefore less consultations were held with additional stakeholders. Additional stakeholders were consulted from Hanoi National University of Education and the Department of Education. School visits and consultations with teachers were conducted in two primary schools, three secondary schools and four high schools located in Hanoi and four provinces, as well as seven schools (primary, secondary and high schools) in cities, rural areas, and highland areas. Development partners were also consulted, including the World Bank, Asian Development Bank, the Vietnam-Belgium Project, and UNICEF.

4.1.3c Developing an implementation plan

The national team should develop a detailed implementation plan for ANLAS. A template is provided to support this process (see section 4.2.5). The implementation plan provides a list of the key tasks involved in undertaking each of the three ANLAS phases – initiation, training and planning; analysis; and reporting and dissemination.

During the planning phase, the national team should identify what tasks need to occur and when. They should identify who will be responsible for each task and the resources required. The timeframes for each task need to be planned based on national requirements (see Exhibit 7). The country-specific timeframe needs to be developed based on the scheduled tasks, taking into account the availability of the national team and key stakeholders. The timeframe should also consider likely events that may have an impact on the ANLAS timeframe, such as national holidays or elections (see also section 4.1.3d).

It is recommended that the implementation plan is shared with the ANLAS steering committee for information and input as required.

The implementation plan should be regularly updated throughout the ANLAS implementation process, to reflect any changes to the implementation plan or status of tasks.

4.1.3d Identifying risks and mitigation strategies

Envisaging the risks in implementing ANLAS and identifying mitigation strategies to address these is another essential part of the ANLAS planning. The risks and mitigation strategies can be documented in the risks and mitigation strategies template (see section 4.2.6).

The national team should identify the possible risks involved during the different ANLAS processes that may present a barrier to the smooth implementation of ANLAS. For example, all of the pilot countries experienced challenges around the availability of national team members. Therefore, this may be a possible risk to countries implementing ANLAS. More examples of risks and mitigation strategies are provided in the risks and mitigation strategies template.

The risks and mitigation strategies template provides a way for the national team to regularly monitor the risks, so that mitigation strategies can be implemented as needed throughout ANLAS. There should be regular communication between the national team leader and the steering committee about the risks and mitigation strategies.

4.1.3e Developing a detailed budget

Following the budget pre-approval during the initiation phase, the national team should develop a more detailed ANLAS budget for the implementation tasks. A budget template is provided to support this process (see section 4.2.7). However, countries may choose to use their own budgeting templates instead.

The budget template provides a list of logistical costs to be considered. The types of logistical costs to be considered and the factors that may influence the implementation costs are further discussed in section 4.1.1d (Budget pre-approval). The budget template includes an option to convert local currency into USD, in order to allow for comparison with the recommended minimum of USD 16,000. Any updates to the original budget estimate provided at the pre-approval stage should be made during the planning process.

It is recommended that the national team consults with the ANLAS steering committee about the final budget.

4.1.4 Conducting stakeholder briefings

Stakeholder involvement and engagement are essential for the participative process of the ANLAS implementation. The stakeholder briefings aim to form a common understanding of the ANLAS objectives and the implementation processes to secure collaboration of all stakeholders involved.

It is recommended that there is at least one main stakeholder briefing scheduled to occur for a half-day. This will provide time for the briefing presentation (see section 4.2.8) and questions. Additional meetings may be arranged where key stakeholders are unable to attend the main briefing, or when more in-depth meetings to achieve buy-in with key stakeholders are beneficial.

The stakeholder briefings should be conducted early on in the implementation process to ensure broad stakeholder involvement. The piloting process of ANLAS has shown advantages of both options, holding the main stakeholder briefing before or after the national team training and planning activities. If the stakeholder briefings occur early in the initiation phase, the briefings can be used to raise awareness among all stakeholders and support the formation of the national team or steering committee. Conducting the stakeholder briefings after the team training and planning activities allows a better understanding and appropriation of ANLAS by all national team members and hence increased involvement in conducting the stakeholder briefings. Furthermore, the detailed planning of the analysis phase and completion of the stakeholder mapping (see section 4.1.3b) allow increased targeting of the stakeholders to be involved.

The national team leader should lead the organization of the stakeholder briefings and conduct the main stakeholder briefing, using the stakeholder briefing presentation (see section 4.2.8). Stakeholders should be invited at least two weeks prior to the briefing, providing details about the venue and the agenda.

If the stakeholder briefings are conducted before the detailed planning has occurred, it is recommended that the steering committee, or senior representatives in the relevant government units or agencies including the GPE Focal Point are consulted to provide guidance on the stakeholders to be invited to the briefings. The groups of stakeholders that may be invited to the briefings include:

- National team members
- Steering committee members
- Senior representatives from relevant national government units
- Senior representatives from relevant sub-national government units
- Senior representatives in government units or (external) agencies responsible for conducting assessment programs
- Training program providers for teachers and school leaders
- School leader and teacher representatives
- Student and parent and representatives

- Development partners and donors
- Representatives of civil society organizations and private sector organizations involved in education
- Representatives from universities and research institutions
- Other members of the Local Education Group not listed above
- Media.

The details of the stakeholders that are invited to attend the briefings can be recorded in the stakeholder database (see section 4.2.1).

4.2 Initiation, training and planning tools

4.2.1 Stakeholder database

<p>What is the purpose?</p>	<p>The stakeholder database is a Microsoft Excel template (2013) which allows to keep a comprehensive record of all ANLAS stakeholders. There are three spreadsheets (tabs):</p> <ol style="list-style-type: none"> 1. <i>National team</i>: to document the contact details of the national team leader and national team members and their areas of responsibility. 2. <i>Steering committee</i>: to document the contact details of the steering committee members. 3. <i>Stakeholders</i>: to document the contact details and attendance details of key stakeholders involved throughout ANLAS.
<p>How is this completed?</p>	<p>Open the Microsoft Excel template of the stakeholder database and go to the relevant tab: <i>Tab 1: National team</i>, <i>Tab 2: Steering committee</i>, <i>Tab 3: Stakeholders</i>.</p> <p>Enter the following details for each national team member and the team leader/steering committee member/key stakeholder:</p> <ul style="list-style-type: none"> • Name • Title • Organization • Role in organization • <i>Tab 1: National team only</i>: Role in ANLAS, for example: <ul style="list-style-type: none"> – National team leader – Sub-team leader/team member for dimension 1 Context of the <u>assessment system</u> – Sub-team leader/team member for dimension 2A Quality of <u>large-scale assessment and examination</u> – Sub-team leader/team member for dimension 2B Quality of <u>classroom assessment</u> – Sub-team leader/team member for dimension 3 Coherence of the <u>assessment system</u> • <i>Stakeholder group</i>: Select the applicable stakeholder group for each team member/steering committee member/key stakeholder from the drop-down menu. The stakeholder groups are based on the stakeholder and document mapping tables (see section 4.2.4). • Email address • Phone number

	<p><i>Tab 3: Stakeholders only:</i></p> <ul style="list-style-type: none"> • Whether the key stakeholder was invited to the stakeholder briefing • Whether the key stakeholder attended the stakeholder briefing • The date and description of the consultations attended throughout ANLAS. <p>The stakeholder database template can be amended in order to record any additional information.</p>
How is this used?	<p>The stakeholder database should be developed during the initiation, training and planning phase, and be updated as needed throughout ANLAS.</p> <p>The database can be used to facilitate communication between the national team, the steering committee and key stakeholders.</p> <p>The list of key stakeholders can also be used to plan who to invite to the stakeholder briefings and to record attendance. This information can then be used to identify whether additional briefings should be held with those stakeholders unable to attend.</p> <p>Throughout ANLAS, additional stakeholders can be added to the database as needed. During the analysis and reporting and dissemination phases, the stakeholder database should be updated to keep track of the stakeholders consulted.</p>

4.2.2 National team training agenda

What is the purpose?	<p>The national team training agenda is used by the national team leader to plan the training. The national team training agenda provides an overview of the topics covered in the training and guidance on the timing.</p>
How is this completed?	<p>The training agenda is in Microsoft Word (2013) format and provides a schedule for completing the training over two days with suggested timings for the different topics and activities. The agenda can be adapted by the national team leader depending on the needs and experience of the national team. The details for timing and location should be added by the national team leader.</p>
How is this used?	<p>Once the national team leader has finalized the agenda, this should be shared with the national team so that all team members are aware of the schedule.</p>

4.2.3 National team training presentation

What is the purpose?	<p>The national team training presentation provides training in all of the topics covered in this ANLAS manual, including the purpose and content of ANLAS, the phases, processes and tools. The training is designed to enable the national team to undertake all aspects of ANLAS, including the planning, analysis, and reporting and dissemination.</p> <p>The national team leader delivers the national team training using the team training presentation and by facilitating the training activities included within the presentation.</p>
How is this completed?	<p>The national team training presentation is a Microsoft PowerPoint (2013) presentation that is presented by the national team leader. The team leader should review the presentation and all other ANLAS materials, to familiarize themselves with the content.</p> <p>The national team leader should add the following information to the presentation:</p> <ul style="list-style-type: none"> • Relevant country-specific information, for example, about the steering committee or the timeframes for implementing ANLAS. Suggestions for where this information is included are specified within the presentation. • Notes to the presentation that will assist the team leader in delivering the training.

How is this used?	The national team training presentation should be used to undertake and guide the national team training.
--------------------------	---

4.2.4 Stakeholder and document mapping tables

What is the purpose?	The stakeholder and document mapping tables are designed to assist the national team in identifying the documents and key stakeholders to be consulted during the analysis.
How is this completed?	<p>The stakeholder and document mapping tables are provided in Microsoft Word (2013) format.</p> <p>The <i>stakeholder</i> mapping table lists:</p> <ul style="list-style-type: none"> • The ANLAS dimensions • The level of stakeholders that are the focus of this dimension (system level or program level) • The <u>key stakeholder groups</u> that may be relevant to consult • Space for the national team to record the key stakeholders they have identified as being relevant to consult. <p>The <i>document</i> mapping table lists:</p> <ul style="list-style-type: none"> • The ANLAS dimension • The level of documents that are the focus of this dimension (system level or program level) • Examples of documents that may be relevant to consult • Space for the national team to record the documents they have identified as being relevant to consult. <p>In order to identify the relevant stakeholders and documents to be consulted for each dimension, the national team should consider the assessment programs to be included in the analysis (see section 4.1.3a). Furthermore the national team should refer to the guiding questions in the analytical tables (see section 4.4.1).</p> <p>For dimension 2B Quality of <u>classroom assessment</u>, the stakeholder and document mapping also has to consider the relevant levels of school education that need to be analyzed. In addition, different types of primary and secondary schools should be considered, for example, government schools, <u>public schools</u>, <u>private schools</u> or independent schools. This is particularly important to identify school leader and teacher representatives to be consulted. In this context it is important to consider the purpose of ANLAS being to gain a general sense of how <u>classroom assessment</u> is used at the system, school and classroom level to inform teaching and learning practice and aspects of education policy that are important to <u>classroom assessment</u>.</p>
How is this used?	<p>The stakeholder and document mapping tables should be completed during the initiation, training and planning phase in order to prepare for the analysis phase (see section 4.3). The tables should be updated throughout the analysis phase, in case additional stakeholders and documents are identified during the analysis process.</p> <p>Once the documents have been identified, these should be sourced to be used during the analysis phase.</p> <p>Once the stakeholders have been identified, the contact details of these stakeholders should be added to the stakeholder database (see section 4.2.1). When these stakeholders are consulted during the analysis, the stakeholder database should be updated.</p>

4.2.5 Implementation plan

What is the purpose?	The implementation plan helps the national team to identify the tasks, timeframes, resources and responsibilities required to implement ANLAS.
How is this completed?	<p>The implementation plan is provided as a Microsoft Excel (2013) spreadsheet and provides a list of the key tasks involved in undertaking each of the three ANLAS phases – initiation, training and planning; analysis; and reporting and dissemination.</p> <p>The steps to complete the implementation plan include:</p> <ul style="list-style-type: none"> • Reviewing the tasks listed, and modifying these tasks where needed, including: <ul style="list-style-type: none"> – Adding additional tasks as required – Removing tasks that are not relevant – Changing the order of tasks. • Adding the start date, end date and duration for each of the tasks. Exhibit 7 provides an overview of the general ANLAS timeframe • Adding the name of the task owner, that is, the person who will be responsible for ensuring that the task is completed • Reviewing and adding to the list of personnel and physical resources required (for example, budget, hardware, software, facilities) • Indicating and updating the task status to <i>in progress</i> or <i>complete</i>.
How is this used?	The implementation plan should be developed during the initiation, training and planning phase and should be regularly updated throughout the ANLAS implementation process. This includes updating the status of tasks, adding/modifying any tasks, and changing the timeframes as required.

4.2.6 Risks and mitigation strategies template

What is the purpose?	Envisaging and documenting the risks and mitigation strategies in the template provided will help to ensure a smooth implementation of ANLAS.
How is this completed?	<p>The risks and mitigation strategies template is provided as a Microsoft Excel (2013) spreadsheet to document the following information:</p> <ul style="list-style-type: none"> • Risk reference number (#) • Risk cause: Describe the source of the risk. The risk may relate to specific tasks listed in the implementation plan or to the overall implementation of ANLAS • Risk effect: Describe the potential impact(s) of the risk should it occur • Likelihood: Describe how likely it is that the risk would occur (almost certain, likely, possible, unlikely, rare) • Consequences: Describe how large the impact would be, if the risk occurred (negligible, minor, moderate, major, crucial) • Risk ranking: This is automatically calculated using the likelihood and consequences ratings to determine the risk ranking (low, moderate, high, very high) • Mitigation strategies: Describe the steps that could be taken to reduce the likelihood of the risk occurring and/or to reduce the consequences of the risk. Number each of these strategies • Owner of mitigation strategy: List who would be responsible for implementing each of the risk mitigation strategies. Each mitigation strategy should be

	<p>allocated an owner who is responsible for implementing the strategy where needed. The risk owner will often be the national team leader.</p> <p>Examples of risks and mitigation strategies are provided in the template. These are based on the experiences of the ANLAS pilot countries. If these examples are applicable, they can be modified according to the country context. If they are not applicable they should be deleted from the template.</p>
How is this used?	<p>The risks and mitigation strategies should be identified during the initiation, training and planning phase. They should be reviewed regularly throughout the ANLAS implementation and updated in the risks and mitigation strategies template as needed.</p>

4.2.7 Budget template

What is the purpose?	<p>The budget template has been designed to assist with identifying the logistical expenses for ANLAS in order to secure funding for ANLAS.</p>
How is this completed?	<p>The budget template is provided as a Microsoft Excel (2013) spreadsheet and includes the following information:</p> <ul style="list-style-type: none"> • Estimated date of expense: Enter the dates for when the expense will likely occur • Type of expense: Select from the drop-down list provided in the budget template: <ul style="list-style-type: none"> – Expense for national team – transportation – Expense for national team – meals and incidentals – Expense for stakeholders – transportation – Expense for stakeholders – meals and incidentals – Expense for stakeholders – professional fee – Expense for external contractor – consultant fee – Venue hire – Catering for stakeholder briefing/consultations – Briefing/consultations material – Other: Include details in description • Expense description: Provide a full description of the item, for example, meeting room hire for stakeholder briefing for approximately 40 participants • The cost estimate in the local currency • The conversion rate for the local currency into USD: Enter in every expense row • The estimate in USD: This is calculated using the conversion rate. <p>The budget template can be customized as needed. For example, if the conversion into USD is not needed, this can be removed.</p>
How is this used?	<p>The budget template can be used during the initiation, training and planning phase to inform the budget pre-approval, and to provide further details about the ANLAS budget for different tasks. Updates to the original budget estimate provided in the pre-approval stage should be made.</p>

4.2.8 Stakeholder briefing presentation

What is the purpose?	The stakeholder briefing presentation is used to inform key stakeholders about the objectives of ANLAS and the processes involved in implementing ANLAS. The stakeholder briefing presentation is designed to encourage stakeholder engagement throughout the implementation of ANLAS.
How is this completed?	The stakeholder briefing presentation is a Microsoft PowerPoint (2013) presentation that is presented by the national team leader to key stakeholders. The stakeholder briefing presentation can be adapted to include country-specific information about ANLAS, such as the timeframe for the implementation. The briefing presentation provides opportunities for stakeholders to ask questions and for discussion, which should be facilitated by the national team leader.
How is this used?	The stakeholder briefing presentation should be used to undertake the main stakeholder briefing, and may be used at multiple stakeholder briefing events.

4.3 Analysis phase

This section describes the processes and tools that support the analysis phase. An overview of the analysis processes and tools is provided in Exhibit 10.

Exhibit 10: Processes and tools for the analysis phase

Analysis phase	Analysis tools
<ul style="list-style-type: none"> Describing each ANLAS dimension Conducting stakeholder consultations to discuss the descriptions, evaluate the key areas, and identify aspects and recommendations for improvement for each dimension Consolidating information from multiple stakeholder consultations for each dimension Synthesis of the evaluation of key areas, aspects and recommendations for improvement from all dimensions 	<ul style="list-style-type: none"> Analytical table dimension 1: Context of the <u>assessment system</u> (CN) Analytical table dimension 2A: Quality of <u>large-scale assessment and examination</u> (QLE) Analytical table dimension 2B: Quality of <u>classroom assessment</u> (QCA) Analytical table dimension 3: Coherence of the <u>assessment system</u> (CH) Synthesis table 1: Overview of ANLAS findings Synthesis table 2: ANLAS findings and recommendations

The content of the analysis is described in the ANLAS model presented in Chapter 3. Within each ANLAS dimension several key areas are analyzed and evaluated, based on the defined quality objectives. An analytical table is provided for each ANLAS dimension with guiding questions to describe and evaluate each key area and to identify aspects and recommendations for improvement (see section 4.4.1). Two synthesis tables are provided to present the findings for all ANLAS dimensions (see section 4.4.2).

The analysis of the national learning assessment system is qualitative in nature. The two main methods of analysis are document review and stakeholder consultations. The stakeholder and document mapping tables (see section 4.2.4) assist the national teams in identifying the relevant stakeholders and documents to consult. The assessment programs to be included in the analysis are identified by the national team during the initiation, training and planning stage (see section 4.1.3a).

Ideally, the national team is composed of representatives from relevant key stakeholder groups at the system and at the program level (see section 4.1.1b). This is important to facilitate the analysis, and to draw on the team members' knowledge and experience in the three ANLAS dimensions.

The analysis processes described are intended to provide guidance to the national teams. However, adjustments to these processes can be made to ensure that the analysis is conducted in an efficient and effective way that fits the country context.

4.3.1 Describing each ANLAS dimension

It is recommended that the national team provides a basic description of each ANLAS dimension, based on the guiding questions for each key area that are provided in the analytical tables (see Exhibit 10). This description will form the basis for the discussion with key stakeholders in the next step. The stakeholder consultations also allow to triangulate and expand the descriptions provided.

To develop a description of each ANLAS dimension, the national team members should review relevant documents as identified in the document mapping table (see section 4.2.4). The guiding questions in the analytical tables should be used to reflect on the quality objective provided for each key area. National team members should draw on their expertise as part of their role in the education and/or assessment system to identify connections and congruency, as well as divergences and gaps between the quality objectives and the actual practices, and how these are presented. The descriptions and observations should be recorded in the analytical tables, to be presented and discussed during the stakeholder consultations (see section 4.3.2).

While every effort has been made to develop guiding questions that are applicable to a broad range of contexts, some questions may require adaptation to suit the local context. These adaptations can be made by the national team as needed. Where there are any guiding questions that cannot be answered by the national team, these can be completed during the stakeholder consultations.

Recording the data sources in the analytical tables is important in order to provide evidence for the information given, and to ensure the descriptions of the key areas are objective and reproducible. When completing the description of each dimension, the national team should note the source of the information. At the start of each analytical table, there is space to document the data sources. These data sources should then be referenced in each of the descriptions (see also section 4.4.1).

The national team may work in sub-teams to create the descriptions of each ANLAS dimension (see section 4.1.1b).

Note that for dimension 2A Quality of large-scale assessment and examination, each assessment program included in the analysis has to be analyzed separately, requiring a description of each program based on the guiding questions in Analytical table 2A (see section 4.4.1).

For dimension 2B Quality of classroom assessment it is important that a separate description is provided for each relevant level of school education that needs to be differentiated in order to meaningfully analyze the quality of classroom assessment in the national context (see section 4.1.3a). Furthermore it is important to bear in mind the purpose of ANLAS to gain a general sense of how classroom assessment is used at the system, school and classroom level to inform teaching and learning practice and aspects of education policy important to classroom assessment (see section 3.2.2).

To analyze dimension 3 Coherence of the assessment system, information from other ANLAS dimensions is required. While some of the questions in the Coherence dimension relate to learning assessment programs, it is the intention to gain a general understanding of coherence, based on the information provided. It is therefore recommended to describe the Context and Quality dimensions first, then to draw on this information for describing the Coherence dimension. Similarly it is recommended to schedule the stakeholder consultations for the Coherence dimension last.

4.3.2 Conducting stakeholder consultations

The purpose of the stakeholder consultations is to discuss the initial description of each key area (see section 4.3.1) in order to evaluate each key area against the defined quality objective. Three evaluation categories are defined for this purpose (see Exhibit 11):

Exhibit 11: ANLAS evaluation categories

Evaluation category	Definition
1. Achieved	There are currently no improvements needed
2. Partly achieved	Improvements can be made
3. Not achieved	Improvements are required

Based on the evaluation of the key areas against the defined quality objectives the aspects that require improvement can be identified, and recommendations for improvement made. This process is described further below.

The stakeholders to be consulted are identified during the planning stage using the stakeholder mapping (see section 4.1.3b). Most of the system level stakeholders are likely to be consulted for multiple dimensions.

Note that for dimension 2A Quality of large-scale assessment and examination, each assessment program included in the analysis has to be analyzed separately (see section 4.4.1). Dimension 2B Quality of classroom assessment should be analyzed separately for each relevant level of school education (see section 4.1.3a).

It is recommended that the stakeholder consultations for the Coherence dimension are scheduled last since this dimension draws on information from the Context and Quality dimensions. The Coherence dimension involves most of the key stakeholders, since it relates to the extent to which the assessment system is consistent with important aspects of the education system and aspects within the assessment system.

Consultations may be conducted with one or multiple stakeholder groups. It is likely that a mix of formats will be used depending on the availability of stakeholders and depending on the dimension. Group consultations can be in the form of a moderated, focused discussion, consist of small-group discussions and plenary sessions, or be conducted in the form of a workshop.

The national team may work in sub-teams to undertake the consultations (see section 4.1.1b).

Stakeholders should be contacted as early as possible in order to schedule the consultations (see section 4.1.3c). Background information on ANLAS should be provided to stakeholders, particularly where they were unable to attend the stakeholder briefings. National teams may choose to share the relevant sections of the analytical tables with stakeholders, to allow stakeholders to take note of the initial descriptions developed by the national team and to consider the guiding questions in advance of the consultation.

When conducting stakeholder consultations the national team should:

- Provide an overview of the key areas of the dimension that is analyzed
- Read the quality objective for each key area and provide a summary of the initial description developed by the national team
- Discuss each key area with the stakeholders by using the guiding questions to guide the consultations

- Record notes from the stakeholder consultations in the description column of the analytical tables (an audio recording may also be used as a back-up) and record the data sources in the analytical tables (see section 4.4.1)
- Discuss the evaluation categories provided in the analytical tables (see Exhibit 11) with stakeholders and decide whether each quality objective is:
 1. Achieved. Currently no improvements needed
 2. Partly achieved. Improvements can be made
 3. Not achieved. Improvements are required
- Record this evaluation category in the analytical tables. Try to reach a consensus among the stakeholders involved. If no consensus is reached, document this in the analytical tables.
- For each key area categorized as *partly achieved* (category 2) or not achieved (category 3), discuss with stakeholders which aspects need to be improved. These aspects should relate to the guiding questions. In cases where different stakeholders provide different perspectives, this should be documented in the analytical tables (see also section 4.3.3).
- In a next step discuss with stakeholders possible recommendations for improvement. These recommendations should relate to the identified aspects for improvement, indicating possible ways of how these can be improved.

4.3.3 Consolidating information from multiple stakeholder consultations

It is most likely that multiple stakeholder consultations are held for each dimension. It is therefore recommended that all stakeholder consultations for the same key area are recorded in the same analytical table to facilitate consolidation (see section 4.4.1).

To consolidate the information from multiple stakeholder consultations, the national team should meet and undertake the following steps:

- Review and discuss the notes from the stakeholder consultations for each key area, in particular the evaluation categories, identified aspects and recommendations for improvement.
- Decide on the most appropriate evaluation category to reflect the evaluation of each key area against the quality objective. Ideally, formal documentation and evidence is used to support the decision, for example, evidence that is available from the documents reviewed.
- Record the consolidated evaluation category for each key area in the analytical tables for each dimension (see section 4.4.1). Review and summarize the aspects for improvements from the different stakeholder consultations. Ensure that these relate to the guiding questions for each key area to provide a justification for the consolidated evaluation category.
- Review and summarize the recommendations for improvement. Ensure that these relate to the identified aspects for improvement. The recommendations should be 'actionable', meaning that they should be concrete, specific and detailed, in order to inform improvement strategies for education sector planning or other policy processes.

It is recommended that the ANLAS steering committee is involved in this process. This can be in the form of participation in the discussion and consolidation, or to review the consolidated findings.

An example Synthesis table 2 with consolidated evaluation categories, aspects and recommendations for improvement for one key area in each ANLAS dimension is provided in Exhibit 15 in Appendix 2.

4.3.4 Synthesis of the evaluation of key areas, aspects and recommendations for improvement

During the synthesis process, the national team synthesizes the consolidated ANLAS findings. The synthesis aims to present the essence of the findings in a succinct and organized manner, in order to make the findings accessible to key stakeholders.

The synthesis requires mainly extracting and organizing the information from the consolidated evaluation tables from all key areas and dimensions: the consolidated evaluation category, the aspects that require improvement and the recommendations for improvement. Two synthesis tables are provided to support this step (see section 4.4.2).

During the synthesis, the national team should once more make sure that the aspects and recommendations for improvement are concrete, specific and detailed to inform improvement strategies for education sector planning.

The completed synthesis tables should be shared with the steering committee for review. If any discrepancies or inconsistencies are identified during the synthesis, the national team may involve the steering committee to make a final decision.

An example Synthesis table 2 is provided in Exhibit 15 in Appendix 2.

4.4 Analysis tools

4.4.1 Analytical tables

What is the purpose?	<p>The analytical tables assist the national teams to conduct and document the qualitative analysis of the three ANLAS dimensions.</p> <p>Altogether, four analytical tables are provided:</p> <ul style="list-style-type: none"> • Analytical table dimension 1: Context of the <u>assessment system</u> (CN) • Analytical table dimension 2A: Quality of <u>large-scale assessment</u> and <u>examination</u> (QLE) • Analytical table dimension 2B: Quality of <u>classroom assessment</u> (QCA) • Analytical table dimension 3: Coherence of the <u>assessment system</u> (CH) <p>In each dimension, several key areas are analyzed. For each key area, a quality objective is defined, against which the key area is first described and then evaluated. For each key area several guiding questions are listed to describe that key area.</p> <p>Three evaluation categories are differentiated to evaluate the key area against the quality objective:</p> <ol style="list-style-type: none"> 1. Achieved. Currently no improvements needed 2. Partly achieved. Improvements can be made 3. Not achieved. Improvements are required <p>The information from the description and evaluation is then used to identify aspects for improvement and to make recommendations for each key area.</p> <p>The key areas and quality objectives are described in detail in Chapter 3 of this manual. The analysis processes are described in detail in section 4.3.</p>
How is this completed?	<p>The analytical tables are provided in Microsoft Word (2013) format to facilitate the documentation of the information required.</p> <p>The instructions for completing the analytical tables provided in this section need to be read in conjunction with the guidelines for the analysis processes described in section 4.3. Both are required for undertaking the analysis. It is also essential that all national team members are familiar with the ANLAS model described in Chapter 3 of this manual.</p>

Each analytical table consists of five main sections:

- Key areas
- Reference list for data sources
- Description (one section for each key area)
- Evaluation (one section for each key area)
- Consolidated Evaluation (one section for each key area)

Analytical tables 2A and 2B have two additional sections to indicate details about the assessment program analyzed:

- Characteristics of the assessment program (Analytical table 2A)
- Level of school education (Analytical table 2B)

The instructions for completing the analytical tables outlined below are structured according to these sections. First the five main sections are described, followed by instructions for the two additional sections in Analytical tables 2A and 2B.

Section heading	Instructions
Key areas	This section lists the key areas that are covered in the analytical table. Read this to stakeholders at the start of the consultations to provide an overview of the key areas analyzed within this dimension.
Reference list for data sources	<p>Two reference lists are provided, one for documents and one for stakeholder consultations.</p> <p>Documents</p> <p>List the relevant documents from the document mapping table that are used for the analysis. Provide the following information in the table:</p> <ul style="list-style-type: none"> • <i>Short reference:</i> Author and date. Use this short reference to cite documents in the description and evaluation tables. • <i>Full reference:</i> Provide the full document reference using a standard referencing format. This will include: <ul style="list-style-type: none"> – Title/name of the document – Authors and/or institution – Date of publication and/or access (in case of online documents or internal documentation if no date is available) – Publisher – Hyperlink for online documents. <p>Add new rows as needed.</p> <p>Stakeholder consultations</p> <p>Provide the required information for each stakeholder consultation conducted for the respective dimension:</p> <ul style="list-style-type: none"> • <i>Number:</i> Each consultation should be given a stakeholder consultation reference number (for example CN-S1, CN-S2 etc.). This reference number should then be indicated in the description and evaluation tables where this consultation is referred to. • <i>Date:</i> Indicate the date of the stakeholder consultation • <i>Participant name:</i> Indicate the name of each participant • <i>Role:</i> Indicate the role of the participant that is relevant to ANLAS. For participating national team members, indicate their role in ANLAS.

	<ul style="list-style-type: none"> • <i>Organization</i>: Indicate the organization of the participant (for example, National Assessment Agency) • <i>Stakeholder group/National team</i>: Indicate the stakeholder group the participant (or national team member) is associated with, as indicated in the completed stakeholder mapping table (see section 4.2.4). <p>A new stakeholder consultation reference table should be created for each consultation event. Simply copy the initial table provided and paste it below the first stakeholder consultation table.</p> <p>Add new rows as needed for all participating stakeholders.</p>
<p>Description</p>	<p>Each analytical table includes a description table for each key area. The description table provides:</p> <ul style="list-style-type: none"> • The quality objective for the key area • A series of guiding questions for each key area • Space to document the description of the key area and the data sources. <p>Record the description for each guiding question, following the guidelines in section 4.3.1 of this manual. The description should be based on the review of relevant documents as identified in the document mapping table. Draw on your expertise as part of your role in the education and/or <u>assessment system</u> to reflect on the quality objective provided for each key area and to identify connections and congruency, as well as divergences and gaps between the quality objectives and the actual practices, and how these are presented.</p> <p>Indicate the data sources next to the relevant description, for example, the short document reference (author, date) or the stakeholder consultation reference number (for example, CN-S1).</p>
<p>Evaluation</p>	<p>Each analytical table includes an evaluation table for each key area. The evaluation table provides:</p> <ul style="list-style-type: none"> • The quality objective for the key area • Space to document: <ul style="list-style-type: none"> – The stakeholder consultation reference number (for example, CN-S1) – The evaluation category for the key area – The aspects of the key area that require improvement – The recommendations for improvement of the key area. <p>This information should be documented for each stakeholder consultation conducted. Add a new row for each consultation event.</p> <p>The stakeholder consultations are conducted to discuss the descriptions, evaluate the key areas, and identify aspects and recommendations for improvement for each dimension. To undertake the stakeholder consultations, follow the guidelines provided in section 4.3.2 of this manual.</p>

	<p>Consolidated evaluation</p>	<p>Each analytical table includes a consolidated evaluation table for each key area. The consolidated evaluation table provides:</p> <ul style="list-style-type: none"> • The quality objective for the key area • Space to document: <ul style="list-style-type: none"> – The consolidated evaluation category for the key area – The consolidated aspects for improvement of the key area – The consolidated recommendations for improvement. <p>The consolidated evaluation table serves to document the consolidated information from multiple stakeholder consultations. Follow the guidelines provided in section 4.3.3 of this manual to undertake this step.</p>
	<p>Analytical table 2A: Characteristics of the assessment program</p>	<p>This section is at the beginning of Analytical table 2A to document the characteristics of the <u>large-scale assessment or examination</u> analyzed.</p> <p>Note that each <u>large-scale assessment</u> and <u>examination</u> that is included in the analysis has to be analyzed separately.</p> <p>To do this, create a new version of analytical table 2A for each <u>large-scale assessment</u> and <u>examination</u> that is included in the analysis, by duplicating the initial Microsoft Word (2013) file. Indicate the name and other characteristics of the assessment program in the space provided.</p> <p>Guidelines for identifying the assessment programs to be included in the analysis are provided in section 4.1.3a of this manual.</p>
	<p>Analytical table 2B: Level of school education</p>	<p>This section is at the beginning of Analytical table 2B to indicate the relevant level of school education for which this table is completed.</p> <p>Note that the quality of <u>classroom assessment</u> should be analyzed separately for each relevant level of school education that needs to be differentiated in the national context. For example:</p> <ul style="list-style-type: none"> • Primary education • Secondary education • Basic education (primary and lower secondary education) • Lower secondary education • Higher secondary education <p>In order to decide which levels of school education should be differentiated in the analysis, the national team should carefully review Analytical table 2B.</p> <p>To analyze each relevant level separately, create a new version of Analytical table 2B for each relevant level of school education, by duplicating the initial Microsoft Word (2013) file. Indicate the level of school education in the space provided.</p> <p>Guidelines for identifying the assessment programs to be included in the analysis are provided in section 4.1.3a of this manual.</p>
<p>Note that page breaks have been added between key areas, but not between the different sections within key areas, as the tables will extend automatically when text is entered.</p>		
<p>How is this used?</p>	<p>The consolidated information resulting from the analysis is synthesized and presented in the ANLAS report. Key findings are also highlighted to facilitate the use of the ANLAS findings (see section 4.5). The analysis is designed to inform improvement strategies for education sector planning.</p>	

4.4.2 Synthesis tables

<p>What is the purpose?</p>	<p>The synthesis tables assist the national team with synthesizing and presenting the ANLAS findings in a succinct and organized manner.</p> <p>Two synthesis tables are provided:</p> <ul style="list-style-type: none"> • Synthesis table 1: Overview of ANLAS findings • Synthesis table 2: ANLAS findings and recommendations 																		
<p>How is this completed?</p>	<p>The synthesis tables are provided in Microsoft Word (2013) format to facilitate the documentation of the ANLAS findings.</p> <p>Follow the instructions provided below to complete each table.</p>																		
	<table border="1"> <thead> <tr> <th data-bbox="354 620 592 667">Table</th> <th data-bbox="601 620 1453 667">Instructions</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 680 592 1778"> <p>Synthesis table 1: Overview of ANLAS findings</p> </td> <td data-bbox="601 680 1453 1778"> <ul style="list-style-type: none"> • For each ANLAS dimension, <i>enter the respective key area and quality objective</i> according to the <i>consolidated</i> evaluation category recorded in the analytical tables • For dimension 2A Quality of <u>large-scale assessment and examination</u>, add a new table and subheading for each assessment program included in ANLAS • For dimension 2B Quality of <u>classroom assessment</u>, add a new table and subheading for the relevant levels of school education that need to be differentiated • Add or delete rows as needed. <p>See Exhibit 12 below for an example of how to complete Synthesis table 1. The example shows dimension 1 Context of the <u>assessment system</u>. Other dimensions should be completed in the same way.</p> <p>Exhibit 12: Example for synthesis table 1: Overview of ANLAS findings</p> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="611 1238 1431 1279">Dimension 1: Context of the assessment system (CN)</th> </tr> <tr> <th data-bbox="611 1283 882 1364">1. Achieved. Currently no improvements needed</th> <th data-bbox="885 1283 1157 1364">2. Partly achieved. Improvements can be made</th> <th data-bbox="1160 1283 1431 1364">3. Not achieved. Improvements are required</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 1368 882 1543"> <p>CN1 Legislation or policy: The <u>assessment system</u> is guided by legislation or policy.</p> </td> <td data-bbox="885 1368 1157 1543"> <p>CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.</p> </td> <td data-bbox="1160 1368 1431 1543"> <p>CN3 Funding: The government provides sufficient and stable funding for the <u>assessment system</u>.</p> </td> </tr> <tr> <td data-bbox="611 1547 882 1767"></td> <td data-bbox="885 1547 1157 1767"> <p>CN4 Leadership: The government demonstrates leadership and political will in support of the <u>assessment system</u>. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.</p> </td> <td data-bbox="1160 1547 1431 1767"></td> </tr> </tbody> </table> </td> </tr> <tr> <td data-bbox="354 1792 592 2049"> <p>Synthesis table 2: ANLAS findings and recommendations</p> </td> <td data-bbox="601 1792 1453 2049"> <ul style="list-style-type: none"> • For each ANLAS dimension enter the <i>consolidated</i> evaluation category, aspects for improvement and recommendations recorded in the analytical tables. • For dimension 2A Quality of <u>large-scale assessment and examination</u>, add a new table and subheading for each assessment program included in ANLAS. </td> </tr> </tbody> </table>	Table	Instructions	<p>Synthesis table 1: Overview of ANLAS findings</p>	<ul style="list-style-type: none"> • For each ANLAS dimension, <i>enter the respective key area and quality objective</i> according to the <i>consolidated</i> evaluation category recorded in the analytical tables • For dimension 2A Quality of <u>large-scale assessment and examination</u>, add a new table and subheading for each assessment program included in ANLAS • For dimension 2B Quality of <u>classroom assessment</u>, add a new table and subheading for the relevant levels of school education that need to be differentiated • Add or delete rows as needed. <p>See Exhibit 12 below for an example of how to complete Synthesis table 1. The example shows dimension 1 Context of the <u>assessment system</u>. Other dimensions should be completed in the same way.</p> <p>Exhibit 12: Example for synthesis table 1: Overview of ANLAS findings</p> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="611 1238 1431 1279">Dimension 1: Context of the assessment system (CN)</th> </tr> <tr> <th data-bbox="611 1283 882 1364">1. Achieved. Currently no improvements needed</th> <th data-bbox="885 1283 1157 1364">2. Partly achieved. Improvements can be made</th> <th data-bbox="1160 1283 1431 1364">3. Not achieved. Improvements are required</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 1368 882 1543"> <p>CN1 Legislation or policy: The <u>assessment system</u> is guided by legislation or policy.</p> </td> <td data-bbox="885 1368 1157 1543"> <p>CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.</p> </td> <td data-bbox="1160 1368 1431 1543"> <p>CN3 Funding: The government provides sufficient and stable funding for the <u>assessment system</u>.</p> </td> </tr> <tr> <td data-bbox="611 1547 882 1767"></td> <td data-bbox="885 1547 1157 1767"> <p>CN4 Leadership: The government demonstrates leadership and political will in support of the <u>assessment system</u>. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.</p> </td> <td data-bbox="1160 1547 1431 1767"></td> </tr> </tbody> </table>	Dimension 1: Context of the assessment system (CN)			1. Achieved. Currently no improvements needed	2. Partly achieved. Improvements can be made	3. Not achieved. Improvements are required	<p>CN1 Legislation or policy: The <u>assessment system</u> is guided by legislation or policy.</p>	<p>CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.</p>	<p>CN3 Funding: The government provides sufficient and stable funding for the <u>assessment system</u>.</p>		<p>CN4 Leadership: The government demonstrates leadership and political will in support of the <u>assessment system</u>. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.</p>		<p>Synthesis table 2: ANLAS findings and recommendations</p>	<ul style="list-style-type: none"> • For each ANLAS dimension enter the <i>consolidated</i> evaluation category, aspects for improvement and recommendations recorded in the analytical tables. • For dimension 2A Quality of <u>large-scale assessment and examination</u>, add a new table and subheading for each assessment program included in ANLAS.
Table	Instructions																		
<p>Synthesis table 1: Overview of ANLAS findings</p>	<ul style="list-style-type: none"> • For each ANLAS dimension, <i>enter the respective key area and quality objective</i> according to the <i>consolidated</i> evaluation category recorded in the analytical tables • For dimension 2A Quality of <u>large-scale assessment and examination</u>, add a new table and subheading for each assessment program included in ANLAS • For dimension 2B Quality of <u>classroom assessment</u>, add a new table and subheading for the relevant levels of school education that need to be differentiated • Add or delete rows as needed. <p>See Exhibit 12 below for an example of how to complete Synthesis table 1. The example shows dimension 1 Context of the <u>assessment system</u>. Other dimensions should be completed in the same way.</p> <p>Exhibit 12: Example for synthesis table 1: Overview of ANLAS findings</p> <table border="1"> <thead> <tr> <th colspan="3" data-bbox="611 1238 1431 1279">Dimension 1: Context of the assessment system (CN)</th> </tr> <tr> <th data-bbox="611 1283 882 1364">1. Achieved. Currently no improvements needed</th> <th data-bbox="885 1283 1157 1364">2. Partly achieved. Improvements can be made</th> <th data-bbox="1160 1283 1431 1364">3. Not achieved. Improvements are required</th> </tr> </thead> <tbody> <tr> <td data-bbox="611 1368 882 1543"> <p>CN1 Legislation or policy: The <u>assessment system</u> is guided by legislation or policy.</p> </td> <td data-bbox="885 1368 1157 1543"> <p>CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.</p> </td> <td data-bbox="1160 1368 1431 1543"> <p>CN3 Funding: The government provides sufficient and stable funding for the <u>assessment system</u>.</p> </td> </tr> <tr> <td data-bbox="611 1547 882 1767"></td> <td data-bbox="885 1547 1157 1767"> <p>CN4 Leadership: The government demonstrates leadership and political will in support of the <u>assessment system</u>. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.</p> </td> <td data-bbox="1160 1547 1431 1767"></td> </tr> </tbody> </table>	Dimension 1: Context of the assessment system (CN)			1. Achieved. Currently no improvements needed	2. Partly achieved. Improvements can be made	3. Not achieved. Improvements are required	<p>CN1 Legislation or policy: The <u>assessment system</u> is guided by legislation or policy.</p>	<p>CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.</p>	<p>CN3 Funding: The government provides sufficient and stable funding for the <u>assessment system</u>.</p>		<p>CN4 Leadership: The government demonstrates leadership and political will in support of the <u>assessment system</u>. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.</p>							
Dimension 1: Context of the assessment system (CN)																			
1. Achieved. Currently no improvements needed	2. Partly achieved. Improvements can be made	3. Not achieved. Improvements are required																	
<p>CN1 Legislation or policy: The <u>assessment system</u> is guided by legislation or policy.</p>	<p>CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.</p>	<p>CN3 Funding: The government provides sufficient and stable funding for the <u>assessment system</u>.</p>																	
	<p>CN4 Leadership: The government demonstrates leadership and political will in support of the <u>assessment system</u>. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders.</p>																		
<p>Synthesis table 2: ANLAS findings and recommendations</p>	<ul style="list-style-type: none"> • For each ANLAS dimension enter the <i>consolidated</i> evaluation category, aspects for improvement and recommendations recorded in the analytical tables. • For dimension 2A Quality of <u>large-scale assessment and examination</u>, add a new table and subheading for each assessment program included in ANLAS. 																		

	<ul style="list-style-type: none"> • For dimension 2B Quality of <u>classroom assessment</u>, add a new table and subheading for the relevant levels of school education that need to be differentiated. • Ensure that the recommendations relate to the identified aspects for improvement. The recommendations should be ‘actionable’, meaning that they should be concrete, specific and detailed, in order to inform improvement strategies for education sector planning or other policy processes. <p>An example of a completed Synthesis table 2 is provided in Exhibit 15 in Appendix 2.</p>
How is this used?	Both synthesis tables are used in the ANLAS report and presentation of key findings that are prepared during the reporting and dissemination phase (see section 4.5).

4.5 Reporting and dissemination phase

This section describes the processes and tools that support the reporting and dissemination phase of ANLAS. An overview of the reporting and dissemination processes and tools is provided in Exhibit 13.

Exhibit 13: Processes and tools for the reporting and dissemination phase

Reporting and dissemination phase	Reporting and dissemination tools
<ul style="list-style-type: none"> • Reporting ANLAS findings: <ul style="list-style-type: none"> – Preparing the ANLAS report – Preparing the key findings document – Preparing the key findings presentation • Disseminating ANLAS findings: <ul style="list-style-type: none"> – Developing a <u>dissemination strategy</u> – Undertaking dissemination activities 	<ul style="list-style-type: none"> • <u>Dissemination strategy</u> template • Report template • Key findings template • Key findings presentation template

Reporting and disseminating the findings of the comprehensive analysis of national learning assessment systems is an essential part of ANLAS. Dissemination products and a strategy are developed to support broad adoption, debate and use of the key findings and recommendations made. In particular the dissemination products and activities aim to support the use of the findings and recommendations to develop detailed strategies that can be implemented through the country’s education sector planning process, or other policy processes.

4.5.1 Reporting ANLAS findings

To report the ANLAS findings three dissemination products are proposed:

- ANLAS report
- Key findings document
- Key findings presentation

For each of these products a template is provided to assist the national team in reporting about ANLAS (see section 4.6.2, 4.6.3 and 4.6.4). The templates can be adapted to fit the local reporting and dissemination needs. Additional products can also be developed by the national team.

The *ANLAS report* is designed to provide a comprehensive documentation of ANLAS in the country. It includes a general overview of the purpose of ANLAS, the ANLAS model, processes and tools, as well

as a country-specific description of the purpose of undertaking ANLAS, its implementation in the country context and possible limitations. The core part of the ANLAS report is the presentation of findings for each dimension and key area, based on the consolidated information from the analysis presented in the synthesis tables (see section 4.3.4). Describing the findings in the report provides further opportunity to analyze the national learning assessment system, and to identify patterns of strengths and weaknesses across key areas, dimensions or programs analyzed. The report is completed by describing a strategy of how ANLAS findings will be disseminated and used to inform education sector planning or other policy processes in the country.

The *key findings document* is designed to inform about the main findings and recommendations resulting from ANLAS, including a brief overview of the motivation, purpose and goals for undertaking ANLAS in the country, and the most important aspects of the ANLAS implementation. The key findings document is based on the ANLAS report.

The *key findings presentation* is based on the key findings document, and is designed to support dissemination in the form of meetings, workshops and similar forums.

The reporting process should be planned and organized by the national team during the planning stage as part of developing the detailed implementation plan (see section 4.1.3c). In the ANLAS pilot, two countries organized a report writing retreat for national team members, to solely dedicate time to the report writing, which would otherwise have been difficult to achieve.

The steering committee should also be engaged in the reporting process to provide input, in particular about how the ANLAS findings can best feed into the education sector planning process.

When planning the ANLAS report it is important to schedule time and resources for validation and review. A two-stage review and validation process is recommended, where the national team undertakes an 'internal review' in the first stage, and the steering committee and/or other external key stakeholders undertake an 'external review'.

The internal review could be organized, for example, through different team members or sub-teams reviewing sections of the report that have been drafted by another team member or sub-team. In particular, for the discussion of the ANLAS findings and recommendations, it is important that team members make cross-checks with the consolidated findings tables or Synthesis table 2, to ensure the findings are presented correctly and consistently.

The validation and review process should also ensure that:

- The evaluation categories and aspects for improvement presented clearly relate to the quality objective and guiding questions for the respective key area.
- The evaluation categories presented are clearly supported by the aspects for improvement.
- The resulting recommendations clearly relate to the identified and presented aspects for improvement.
- The recommendations are concrete, specific and detailed to inform improvement strategies for education sector planning or other policy processes (see also the example for a completed Synthesis table 2 in Exhibit 15 in Appendix 2).

Based on the internal and external review the draft ANLAS report should be revised and finalized.

It is also recommended that the steering committee reviews and provides feedback on the key findings document and presentation before dissemination.

4.5.2 Disseminating ANLAS findings

To support the dissemination of ANLAS findings a detailed dissemination strategy should be developed. A template is provided to support this process (see section 4.6.1).

It is recommended that the dissemination strategy is developed by the national team in collaboration with the steering committee, to support broad application and use of the ANLAS findings. This strategy should be developed at an early stage of the reporting and dissemination phase to enable the ANLAS findings to be shared in an organized and timely manner.

The following aspects should be considered for developing the dissemination strategy:

- The stakeholders/audience to be targeted
- The activities/modalities to disseminate the findings effectively (for example, a meeting or workshop)
- The dissemination products used as part of the activities (for example, the ANLAS report, key findings document or presentation)
- The timeline for each of the dissemination activities.

The stakeholders/audience to be targeted should include the key stakeholders who participated in the ANLAS process, as well as additional stakeholders. In particular, stakeholders in the education sector analysis and planning process, such as planning department or other key departments of the Ministries in charge of education, the GPE Focal Point, the Coordinating Agency, and the Local Education Group, should be targeted to ensure the ANLAS findings feed into the country's education sector planning process, or other policy processes. This should include civil society, which has a vital role to play both in regard to the Local Education Group and for the purpose of holding the government and development partners accountable in regard to these processes.

It is also important that the national team plans specific activities to disseminate the ANLAS findings that are relevant to the stakeholders/audience and purpose of applying the findings. Dissemination activities may include, for example, sharing the ANLAS report and key findings with senior representatives of relevant ministries, development partners and donors, or presenting the key findings at different meetings, for example during the education sector planning process, during a regular or special meeting of the Local Education Group and/or other coordination structure, or during a Joint Sector Review.

When planning the timelines for the dissemination, it is important to consider different education sector planning activities that should be targeted in the country, and the timing of these activities.

Together the dissemination products and activities will support the ANLAS findings and recommendations to feed into strategies to improve the learning assessment system as part of the wider education sector planning process.

4.6 Reporting and dissemination tools

4.6.1 Dissemination strategy template

What is the purpose?	The <u>dissemination strategy</u> template assists the national team in planning specific dissemination activities in order to share the ANLAS findings with key stakeholders and to enable broad application of the ANLAS findings and recommendations.
How is this completed?	The <u>dissemination strategy</u> template is provided as a Microsoft Word (2013) document. The template assists in planning specific dissemination activities for ANLAS, based on the guidelines provided in section 4.5.2 of this manual.

	<p>The following aspects are considered to plan different dissemination activities:</p> <ul style="list-style-type: none"> • The stakeholders/audience to be targeted • The activity to disseminate the findings effectively (for example, a meeting or workshop) • The dissemination products used as part of this activity (for example, the ANLAS report, key findings document or presentation) • The timeline for each of the dissemination activities. <p>Three examples are provided in the <u>dissemination strategy</u> template. If these examples are applicable, they can be modified according to the country context. If they are not applicable they should be deleted from the template.</p>
<p>How is this used?</p>	<p>The completed <u>dissemination strategy</u> template should be used to plan different dissemination activities in order to engage a range of key stakeholders, and to enable broad application of the ANLAS findings and recommendations.</p>

4.6.2 Report template

<p>What is the purpose?</p>	<p>The report template assists the national team with organizing and documenting the ANLAS processes, findings and the strategy for disseminating and using the findings.</p> <p>The report template provides a structure and proposed content for the report, and styles to format the report. The template can be adapted to document ANLAS in the local context.</p>						
<p>How is this completed?</p>	<p>The report template is provided in Microsoft Word (2013) format. Instructions are outlined below for a) the structure and content of the report, and b) the format of the report.</p> <p>a) Structure and content of the report</p> <p>The report template consists of six chapters, a section for acknowledgements and a table to display abbreviations and acronyms.</p> <p>For each chapter instructions are provided below. Instructions are also included in the report template. These are indicated in the form of:</p> <ul style="list-style-type: none"> • Instructions relating to the content of a particular chapter or section. <i>[These are indicated in the form of italic text in grey font within rectangular brackets.]</i> • Particular <text for adaptation> , for example: ANLAS in <country name> <p>Make sure all instructions and brackets are deleted after adding/adapting the required information.</p>						
	<table border="1"> <thead> <tr> <th data-bbox="363 1489 609 1545">Heading</th> <th data-bbox="609 1489 1455 1545">Instructions</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1545 609 1818"> <p>Acknowledgements</p> </td> <td data-bbox="609 1545 1455 1818"> <p>A brief standard text is provided to acknowledge initiation of ANLAS through the GPE and the development phase led by ACER with contribution from piloting countries and international organizations.</p> <p>Countries are encouraged to use this standard text in the ANLAS report, and to add national acknowledgments, including the ANLAS national team leader, national team members, the steering committee members and other key stakeholders involved.</p> </td> </tr> <tr> <td data-bbox="363 1818 609 1971"> <p>Abbreviations and acronyms</p> </td> <td data-bbox="609 1818 1455 1971"> <p>A standard table is provided with the acronyms used in the acknowledgements section and other parts of the report template. Complete this table with the abbreviations and acronyms used in the report. Add rows as needed.</p> </td> </tr> </tbody> </table>	Heading	Instructions	<p>Acknowledgements</p>	<p>A brief standard text is provided to acknowledge initiation of ANLAS through the GPE and the development phase led by ACER with contribution from piloting countries and international organizations.</p> <p>Countries are encouraged to use this standard text in the ANLAS report, and to add national acknowledgments, including the ANLAS national team leader, national team members, the steering committee members and other key stakeholders involved.</p>	<p>Abbreviations and acronyms</p>	<p>A standard table is provided with the acronyms used in the acknowledgements section and other parts of the report template. Complete this table with the abbreviations and acronyms used in the report. Add rows as needed.</p>
Heading	Instructions						
<p>Acknowledgements</p>	<p>A brief standard text is provided to acknowledge initiation of ANLAS through the GPE and the development phase led by ACER with contribution from piloting countries and international organizations.</p> <p>Countries are encouraged to use this standard text in the ANLAS report, and to add national acknowledgments, including the ANLAS national team leader, national team members, the steering committee members and other key stakeholders involved.</p>						
<p>Abbreviations and acronyms</p>	<p>A standard table is provided with the acronyms used in the acknowledgements section and other parts of the report template. Complete this table with the abbreviations and acronyms used in the report. Add rows as needed.</p>						

	<p>1 Introduction</p>	<p>A standard text is provided for the introduction to describe the general purpose of ANLAS, the ANLAS model and the ANLAS processes and tools. Countries are encouraged to review and use this standard introduction to describe ANLAS in general terms.</p> <p>The references used in the standard introduction are provided in the report template (chapter 6).</p>
	<p>2 ANLAS in <country name></p>	<p>The purpose of this chapter is to document the ANLAS implementation processes in the country. Focus on the main processes and features of ANLAS in the country to keep this chapter relatively brief.</p> <p>Chapter 2 has three sections:</p> <ul style="list-style-type: none"> • <i>2.1 Purpose of ANLAS:</i> Use this section to briefly describe the purpose for undertaking ANLAS in the country. Include a brief description of the <u>national learning assessment system</u>, in particular the assessment programs included in the analysis. • <i>2.2 Overview of the ANLAS implementation process:</i> Use this section to briefly describe the implementation process of ANLAS in the country, following the three sub-sections: <ul style="list-style-type: none"> – 2.2.1 Initiation, training and planning – 2.2.2 Analysis – 2.2.3 Reporting and dissemination <p>Use Exhibit 2 in the beginning of section 2.2 in the report template to provide an overview of the ANLAS implementation process in the country.</p> • <i>2.3 Limitations:</i> Use this section to briefly describe any limitations encountered during the ANLAS implementation. For example, whether all relevant documents could be accessed; whether key stakeholders were available for consultations; whether all dimensions and key areas could be adequately covered. <p>Detailed instructions for each section are provided in the report template to support the documentation of the ANLAS implementation processes in the country.</p>
	<p>3. Findings of ANLAS</p>	<p>The purpose of this chapter is to present the ANLAS findings in an engaging way.</p> <p>Start this chapter by providing an overview of the ANLAS findings:</p> <ul style="list-style-type: none"> • <i>Insert Synthesis table 1: Overview of ANLAS findings under Exhibit 3.</i> Provide a brief explanation of Exhibit 3 (for example: ‘Exhibit 3 provides an overview of the ANLAS findings, according to the consolidated evaluation category. For each ANLAS dimension the respective key area and quality objective is presented according to its consolidated evaluation category’). <p>Following Exhibit 3, provide a summary of the main findings for each dimension. Use the subheadings provided to structure the findings of ANLAS according to the ANLAS dimensions:</p> <ul style="list-style-type: none"> • 3.1 Dimension 1: Context of the <u>assessment system</u> • 3.2 Dimension 2A: Quality of <u>large-scale assessment and examination</u> • 3.3 Dimension 2B: Quality of <u>classroom assessment</u>

- 3.4 Dimension 3: Coherence of the assessment system

Add the completed Synthesis table 2: ANLAS findings and recommendations in Appendix 1 (Exhibit 5) and refer to Exhibit 5 as required. For each dimension (within each section):

- **Provide a written summary of the findings for this dimension based on Exhibit 3 (Synthesis table 1):** Indicate the number of key areas (and the key areas) that were achieved, partly achieved and not achieved.

For dimension 2A, indicate the findings for each large-scale assessment and examination included in the analysis. Highlight any commonalities or discrepancies that may appear across the different programs.

For dimension 2B, indicate the findings for each level of school education that was analyzed separately. Highlight any commonalities or discrepancies that may appear across the different levels.

- **Discuss the detailed findings for this dimension based on Synthesis table 2.** For each key area, highlight the main aspects for improvement and recommendations. Draw on the expertise in the national team and steering committee to reflect on the findings. This can include observations and experiences from the analysis phase, in particular concerning the evaluation of a key area against the quality objective, any identified connections and congruencies, as well as divergences and gaps between the quality objectives and the actual practices, and how these were addressed.

For dimension 2A, discuss the findings for each large-scale assessment and examination included in the analysis. Highlight any commonalities or discrepancies that may appear across the different programs.

For dimension 2B, discuss the findings for each level of school education that was analyzed separately. Highlight any commonalities or discrepancies that may appear across the different levels.

Detailed instructions are provided in the report template to support the presentation of the ANLAS findings.

4 Using the ANLAS findings

The purpose of this chapter is to describe how the ANLAS findings will be disseminated and used, with a focus on how the recommendations will feed into national education sector planning process or other policy processes.

Chapter 4 has two sections:

- **4.1 Dissemination strategy:** Use this section to briefly describe the ANLAS dissemination strategy, based on the completed ANLAS dissemination strategy template (see section 4.6.1 of this manual).
- **4.2 Using the ANLAS findings:** Use this section to describe how the ANLAS findings and recommendations will be used. Relate to the planned dissemination activities. In particular describe how the findings and recommendations will feed into national education sector planning processes or other policy processes.

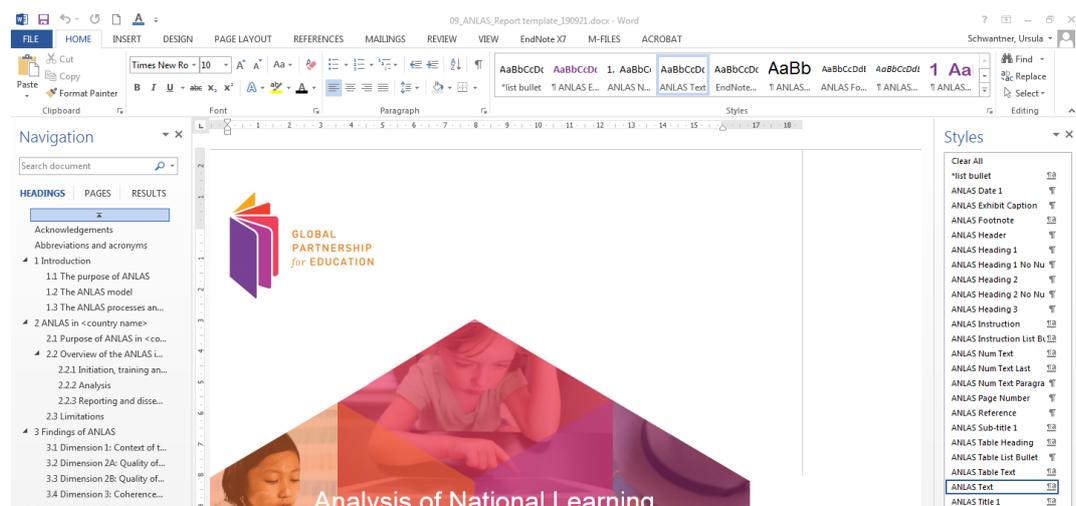
	<p>For this purpose, briefly describe the national education sector planning process in your country, and/or other relevant policy processes to be informed.</p> <p>Use and adapt Exhibit 4 in the report template to illustrate how ANLAS findings can be used in the national education sector planning process (see also section 4.1.1 of this manual).</p> <p>Describe in the text at which stages and how the ANLAS findings are likely to be used in the national education sector planning process and/or other relevant policy processes. Consult with the national team members and the steering committee members who are familiar with the national education sector planning process to provide this information.</p>
<p>5 References</p>	<p>In this chapter add any references used in the report using Chicago style referencing. In-text references should also follow Chicago style and be added in a footnote.</p> <p>Note that the references used in the standard text provided have already been added to the list of references.</p> <p>Examples for Chicago-style referencing are added below:</p> <ul style="list-style-type: none"> • <i>Example references for chapter 6 (References):</i> Global Partnership for Education. "GPE 2020: Improving Learning and Equity through Stronger Education Systems." Washington, DC: Global Partnership for Education, 2016. • Gove, Amber, and Anna Wetterberg. "The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy." Research Triangle Park, NC: RTI International, 2011. • OECD. "PISA for Development Capacity Needs Analysis: Cambodia." Paris: OECD, 2016. • <i>Example of an in-text reference to be added as a footnote:</i> Amber Gove and Anna Wetterberg, "The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy," (Research Triangle Park, NC: RTI International, 2011). • <i>An example of multiple in-text references to be added as a footnote:</i> Global Partnership for Education, "GPE 2020: Improving Learning and Equity through Stronger Education Systems," (Washington, DC: Global Partnership for Education, 2016); OECD, "PISA for Development Capacity Needs Analysis: Cambodia," (Paris: OECD, 2016).
<p>6 Appendices</p>	<p>The report template has four Appendices:</p> <ul style="list-style-type: none"> • <i>Appendix 1: ANLAS findings and recommendations:</i> Insert the completed Synthesis table 2 for Exhibit 5 • <i>Appendix 2: National team:</i> Complete Exhibit 6: National team based on the information in the stakeholder database (see section 4.2.1 of this manual). • <i>Appendix 3: Steering committee:</i> Complete Exhibit 7: Steering committee based on the information in the stakeholder database (see section 4.2.1 of this manual).

- **Appendix 4: Data sources for the analysis:**
 - Provide the completed document mapping table in Exhibit 8.
 - Provide the completed stakeholder mapping table (see section 4.2.4 of this manual) in Exhibit 9.

b) Format of the report

A set of Microsoft Word styles (the ‘ANLAS styles’) is provided in the report template to assist with formatting of the report and to ensure consistency across the ANLAS dissemination products.

To access the styles provided in the report template, select the ‘Home’ tab in the toolbar and then click the drop-down arrow on the right in the ‘Styles’ menu. This will open the ‘Styles’ menu as shown below:



To apply a style:

1. Place your cursor at the beginning of the text line or select the text you want to format.
2. Select the appropriate ANLAS style from the drop-down menu. The text will appear in the selected style. Use ONLY the styles that are labeled with ‘ANLAS’.

To make sure that the drop-down menu shows only the styles in use:

1. Go into the ‘Styles’ menu.
2. Click ‘Options’ at the bottom of the drop-down menu.
3. For ‘Select styles to show’, click the drop-down menu, and select ‘In use’.
4. For ‘Select how list is sorted’, click the drop-down menu, and select ‘Alphabetical’.

If you are unsure about how to manage the ANLAS styles, seek support from those who are familiar with managing styles in Microsoft Word. If you prefer using different styles, make sure these are applied consistently within and across the dissemination products.

How is this used?

The completed report should be shared with key stakeholders including the Local Education Group (LEG), following the dissemination strategy, to ensure broad application of the ANLAS findings and recommendations. This sharing should ideally commence with a presentation to members of the LEG, as well as formal sharing with the GPE Focal Point within the Ministry of Education as well as GPE’s Coordinating Agency in the country. The LEG, GPE Focal Point and/or Coordinating Agency is then requested to share the report with the respective Country Lead at the GPE Secretariat.

4.6.3 Key findings template

<p>What is the purpose?</p>	<p>The key findings template is based on the ANLAS report, with a focus on disseminating the key findings and recommendations of ANLAS.</p> <p>The key findings template provides a structure and proposed content for the key findings document, and styles to format the document. The template can be adapted to fit the local context.</p>						
<p>How is this completed?</p>	<p>The key findings template is provided in Microsoft Word (2013) format, and is based on the report template. Instructions are outlined below for the structure and content of the key findings document. Instructions on how to use the ANLAS styles to format the key findings document are provided in section 4.6.2 of this manual under b) Format of the report.</p> <p>Structure and content of the key findings document</p> <p>The key findings template consists of four sections. The content of these sections is based on the ANLAS report. Therefore the key findings document should be created based on the finalized report.</p> <p>The key findings document should be short and concise, with a maximum of 5–6 pages.</p> <p>For each section instructions are provided below. Instructions are also included in the key findings template. These are indicated in the form of:</p> <ul style="list-style-type: none"> • Instructions relating to the content of a particular section. <i>[These are indicated in the form of italic text in grey font within rectangular brackets.]</i> • Particular <text for adaptation> , for example: ANLAS in <country name> <p>Make sure all instructions and brackets are deleted after adding/adapting the required information.</p> <p>Add any references in footnotes, using Chicago style (see section 4.6.2 of this manual).</p> <table border="1" data-bbox="373 1144 1465 1612"> <thead> <tr> <th data-bbox="373 1144 555 1200">Heading</th> <th data-bbox="564 1144 1465 1200">Instructions</th> </tr> </thead> <tbody> <tr> <td data-bbox="373 1202 555 1413"> <p>Introduction</p> </td> <td data-bbox="564 1202 1465 1413"> <p>A standard text is provided for the introduction to briefly describe the general purpose of ANLAS and the ANLAS model.</p> <p>Countries are encouraged to review and use this standard introduction to describe ANLAS in general terms.</p> <p>The references used in the standard introduction are provided in a footnote.</p> </td> </tr> <tr> <td data-bbox="373 1415 555 1612"> <p>ANLAS in <country name></p> </td> <td data-bbox="564 1415 1465 1612"> <p>Briefly describe the purpose for undertaking ANLAS in the country, based on section 2.1 of the ANLAS report.</p> <p>Provide a very brief summary of the most important aspects of the ANLAS implementation in the country, based on section 2.2 of the ANLAS report.</p> <p>Present this information on one page maximum.</p> </td> </tr> </tbody> </table>	Heading	Instructions	<p>Introduction</p>	<p>A standard text is provided for the introduction to briefly describe the general purpose of ANLAS and the ANLAS model.</p> <p>Countries are encouraged to review and use this standard introduction to describe ANLAS in general terms.</p> <p>The references used in the standard introduction are provided in a footnote.</p>	<p>ANLAS in <country name></p>	<p>Briefly describe the purpose for undertaking ANLAS in the country, based on section 2.1 of the ANLAS report.</p> <p>Provide a very brief summary of the most important aspects of the ANLAS implementation in the country, based on section 2.2 of the ANLAS report.</p> <p>Present this information on one page maximum.</p>
Heading	Instructions						
<p>Introduction</p>	<p>A standard text is provided for the introduction to briefly describe the general purpose of ANLAS and the ANLAS model.</p> <p>Countries are encouraged to review and use this standard introduction to describe ANLAS in general terms.</p> <p>The references used in the standard introduction are provided in a footnote.</p>						
<p>ANLAS in <country name></p>	<p>Briefly describe the purpose for undertaking ANLAS in the country, based on section 2.1 of the ANLAS report.</p> <p>Provide a very brief summary of the most important aspects of the ANLAS implementation in the country, based on section 2.2 of the ANLAS report.</p> <p>Present this information on one page maximum.</p>						

	<p>Key findings of ANLAS</p>	<p>Provide an overview of the main ANLAS findings, based on chapter 3 of the ANLAS report:</p> <ul style="list-style-type: none"> • Insert Synthesis table 1: Overview of ANLAS findings under Exhibit 2 (Exhibit 3 in the ANLAS report). Provide a brief explanation of Exhibit 2. • Use the sub-headings provided to write a summary of the main findings presented in the ANLAS report for each dimension. For each dimension: <ul style="list-style-type: none"> – Indicate the number of key areas (and the key areas) that were achieved, partly achieved and not achieved. – Highlight the main aspects for improvement and recommendations. – Highlight important connections and congruencies, as well as divergences and gaps between the quality objectives and the actual practices. – For dimensions 2A and 2B summarize the findings for the different assessment programs and levels of school education as well as possible. Highlight any commonalities or discrepancies that may appear across the different programs or levels of school education. <p>Present the key findings on 3–4 pages maximum.</p>
	<p>Using the ANLAS findings</p>	<p>Based on section 4.2 of the ANLAS report, briefly describe how the ANLAS findings will be used. Focus on how the recommendations will feed into national education sector planning process or other policy processes.</p> <p>Present this information on one page maximum.</p>
	<p>Final page</p>	<p>Add the details as indicated in the key findings template.</p>
<p>How is this used?</p>	<p>The key findings document should be created based on the finalized ANLAS report.</p> <p>The key findings document should be used to disseminate the ANLAS findings and recommendations to stakeholders during the dissemination process.</p>	

4.6.4 Key findings presentation template

<p>What is the purpose?</p>	<p>The key findings presentation template is based on the ANLAS manual, the ANLAS report and the key findings document, with a focus on disseminating the key findings and recommendations of ANLAS to a broad range of stakeholders.</p> <p>The key findings presentation template provides a structure and proposed content for the key findings presentation. The template can be adapted to fit the local context. More detailed information can be added from the ANLAS report to address the needs of different <u>key stakeholder groups</u> targeted by the different dissemination activities.</p>
<p>How is this completed?</p>	<p>The key findings presentation template is provided in form of a Microsoft PowerPoint (2013) presentation.</p> <p>The structure and content of the key findings presentation template is based on the ANLAS report and the key findings document. Therefore the key findings presentation should be created based on the finalized ANLAS report and key findings document.</p> <p>It is recommended to use the styles and formats provided in the template to maintain a consistent layout across ANLAS dissemination products.</p> <p>Instructions are provided below for each section of the key findings presentation.</p> <p>Instructions are also included in the key findings presentation template. These are indicated in the form of:</p>

	<ul style="list-style-type: none"> • Instructions in the ‘Notes’ area of the slides, relating to the content of a particular section or slide. <i>[These are indicated in the form of italic text within rectangular brackets.]</i> • Particular <text for adaptation> , for example: ANLAS in <country name> <p>More detailed information can be added for the different sections of the presentation based on the ANLAS report, depending on the needs of the <u>key stakeholder groups</u> targeted by the different dissemination activities (see section 4.5.2 of this manual).</p>
Introduction	<p>A standard text is provided for the introduction to briefly describe the general purpose of ANLAS and the ANLAS model. This introduction is based on the ANLAS manual, in particular chapters 1, 2 and 3.</p> <p>Countries are encouraged to review and use this standard introduction to describe ANLAS in general terms. Use the ANLAS manual to add more information as needed.</p> <p>The references used in the standard introduction are provided in the last slide of the presentation template.</p>
ANLAS in <country name>	<p>Briefly describe the purpose for undertaking ANLAS in the country, based on the key findings document.</p> <p>Provide a very brief summary of the most important aspects of the ANLAS implementation in the country, based on the key findings document.</p> <p>Adapt and add slides as indicated in the presentation template.</p>
Key findings of ANLAS	<p>Provide an overview of the main ANLAS findings, based on the key findings document:</p> <ul style="list-style-type: none"> • Present an overview of the ANLAS findings for each dimension based on Exhibit 2 in the key findings document. • For each dimension highlight the main aspects for improvement and recommendations. <ul style="list-style-type: none"> – Highlight important connections and congruencies, as well as divergences and gaps between the quality objectives and the actual practices. – For dimensions 2A and 2B summarize the findings for the different assessment programs and levels of school education as well as possible. Highlight any commonalities or discrepancies that may appear across the different programs or levels of school education. <p>Adapt and add slides as indicated in the presentation template.</p>
Using the ANLAS findings	<p>Briefly describe how the ANLAS findings will be used, based on the key findings document. Focus on how the recommendations will feed into national education sector planning process or other policy processes.</p> <p>Adapt and add slides as indicated in the presentation template.</p>
Questions & discussion	<p>Allow time for questions and discussion. Depending on the type of dissemination activity, create suitable guiding questions to initiate discussion and support broad application of the findings and recommendations.</p>

	References	The references used in the standard introduction are provided in the last slide of the presentation template. Add any additional references to this slide, using Chicago style (see section 4.6.2 of this manual).
How is this used?	<p>The completed key findings presentation should be used to disseminate ANLAS findings to stakeholders during the dissemination process.</p> <p>The key findings presentation should be created based on the finalized key findings document. The presentation should be adapted as needed. More details from the ANLAS report should be included as required, depending on the <u>key stakeholder groups</u> targeted by the different dissemination activities.</p>	

5 Glossary

Term	Definition
21 st century skills	<p>Skills that are considered particularly important to succeed in today’s knowledge-based society in which innovation and technology are predominant.⁵⁸ These skills are often referred to as <u>21st century skills</u>.⁵⁹ Other terminology commonly used to describe this set of skills includes <i>general capabilities</i>, <i>transversal competencies</i> or <i>cross-curricular competencies</i>. Prominent examples of such skills are problem solving, critical thinking, creativity, communication, collaboration, and social-emotional skills (for example, intrapersonal, interpersonal, empathy).⁶⁰</p> <p>What is common to these <u>21st century skills</u> is that they may be a <u>learning domain</u> of their own or they may be embedded in a <u>learning domain</u> or academic subject.⁶¹ Teaching and assessing the skills in the context of a subject allows students to apply the skills in concrete areas, providing a sustainable approach for skills development and transfer. Embedding the skills in subject areas also provides a familiar and authentic context within which the skills can be assessed. The focus of the assessment can still be a skill, such as critical thinking or problem solving, but contextualized within a specific subject area such as science or mathematics. Some skills may be more amenable to specific subjects, for example, problem solving in mathematics, or critical thinking in science. Some subject areas may allow for development or demonstration of multiple skills and an assessment may choose to focus on several of these skills. For example, <u>21st century skills</u> in reading literacy may include critical, reflective reasoning skills and the ability to interpret and understand a broader range of texts and materials. Similarly in mathematics, <u>21st century skills</u> require critical reasoning with mathematical content, information and ideas represented in multiple ways.⁶² It is therefore important to clearly define what an assessment intends to measure.</p>
Assessment framework	<p>A document that underpins the validity of the assessment by making explicit the aim of the assessment, and what it covers in terms of content, skills, knowledge, and context. The <u>assessment framework</u> defines terms relating to the assessment, which means that when people discuss the assessment, they can communicate its purpose and characteristics clearly.⁶³</p>

⁵⁸ Care and Luo, 2016.

⁵⁹ Care and Luo, 2016.

⁶⁰ Scoular and Care, 2017.

⁶¹ Great Schools Partnership, 2016.

⁶² ACER, 2019.

⁶³ ACER-GEM and UIS, 2017.

Term	Definition
Assessment instruments	<u>Test instruments</u> and <u>contextual instruments</u> used in an assessment.
Assessment system	A group of policies, practices, structures, organizations and tools for generating sound, high quality data on learning and achievement that provide robust evidence for education policy and practice with the ultimate aim to improve education quality and learning outcomes. ⁶⁴
Census	An official survey involving the whole population within a defined system. For example, a school <u>census</u> involves all the schools within the education system ⁶⁵
Citizen-led assessment	<u>Citizen-led assessments</u> are led by civil society organizations. They share the following five defining characteristics: <ul style="list-style-type: none"> • an assessment of basic reading and math competencies • conducted in households • conducted orally and one-on-one • statistically representative, and • independent of government as they are organized by civil society.⁶⁶
Clarity and consistency of purpose	Assessment purposes should be clearly defined in order to ensure data are used as intended. All technical, design, and operational decisions should be consistent with these purposes. ⁶⁷
Classroom assessment	Refers to assessments that are conducted to gain diagnostic information about the state and progress of individual learners with the aim to inform continuous improvement of learning and to guide teaching. They are typically local in scope, assessing all students in a class. There can be a wide range of <u>classroom assessment</u> practices within a country, carried out in the classroom by teachers and students. Two types of <u>classroom assessment</u> are often distinguished: formative assessment and summative assessment. Formative assessment provides teachers and students with diagnostic information about areas of strength and weakness to guide further action, while summative assessment is typically used to assess student learning outcomes at the end of a certain period, learning topic or course. For the purposes of ANLAS, no distinction is made between formative and summative assessments as some <u>classroom assessments</u> can have both formative and summative purposes.
Cognitive instruments	A set of items used to collect information about what the participant knows, understands and can do in a particular <u>learning domain</u> , or domains. The <u>cognitive instrument</u> is generally composed of instructions and practice questions as well as the test stimuli and related questions/tasks. It is distinguished from <u>contextual instruments</u> which collect information about the personal characteristics, background, attitudes and values of the participant. See also ' <u>contextual instruments</u> '. ⁶⁸ See also ' <u>test instruments</u> '.
Contextual data	Data collected through questionnaires/interviews/observations on a range of topics that

⁶⁴ Braun, et al., 2006.

⁶⁵ UIS, 2017.

⁶⁶ PAL Network, n.d.

⁶⁷ ACER-GEM and UIS, 2017.

⁶⁸ ACER-GEM and UIS, 2017.

Term	Definition
	are useful to policy and for understanding the test results in context. ⁶⁹
Contextual index (plural indices)	A scaled indicator of a measure that is composed of several values or other measures based on <u>contextual data</u> . For example, a socioeconomic index might be composed of income, occupation and education level and other components. ⁷⁰
Contextual instruments	Also referred to as ‘questionnaires/interviews/observations’. A set of items used to collect information about the personal characteristics, background, attitudes and values of participants in their contexts (for example, home, classroom, school). Typically, <u>large-scale assessments</u> use questionnaires to collect a wide range of information from participants. Other forms of <u>contextual data</u> collection include interviews and observations as, for example, in <u>household-based assessments</u> . While the <u>cognitive instruments</u> collect data about the participant’s performance in a certain <u>learning domain</u> (see also ‘cognitive instruments’), the <u>contextual instruments</u> collect data on important indicators for reporting, for example, gender, age, or socio-economic status, as well as indicators of learning outcomes such as attitudes, values, and behaviors. ⁷¹
Coordinating Agency	The <u>Coordinating Agency (CA)</u> is tasked with facilitating the work of the <u>Local Education Group</u> to enable in-country development partners to collectively support the government, and the government to lead and interact with partners effectively. It enables development partners to develop constructive working relationships that enhance joint monitoring of <u>education sector plans</u> and policies, and results-oriented sector dialogue under the leadership of the government. The CA is also responsible for serving as a communications link with the GPE Secretariat.
Curriculum	A document that outlines what students are expected to learn in different subject or topic areas at different grade and/or age levels. ⁷²
Data codebook	The <u>data codebook</u> is an important data management tool. It contains information about all the variables in the database including their definitions, data type, values, validity parameters (for example, number of characters/decimals allowed for valid values of each variable in the database), and codes for missing values. The codebook format depends on the data management software that will be used. ⁷³
Data standards	Relate to aspects of the assessment implementation that directly concern the quality of the data. Common <u>data standards</u> address standardized procedures for the test administration (for example, timing of the test session, seating arrangements, assigning assessment material, etc.), test security (for example, confidentiality of <u>assessment instruments</u> and data), and data capture (for example, standards for indices of inter-scorer agreement, recruitment and training of data entry staff, and data entry audit). ⁷⁴
Defined target population	The <u>desired target population</u> minus certain elements that are excluded due to practical difficulties. ⁷⁵

⁶⁹ ACER-GEM and UIS, 2017.

⁷⁰ ACER-GEM and UIS, 2017.

⁷¹ ACER-GEM and UIS, 2017.

⁷² World Bank, 2015.

⁷³ ACER-GEM and UIS, 2017.

⁷⁴ ACER-GEM and UIS, 2017.

⁷⁵ ACER-GEM and UIS, 2017.

Term	Definition
Described proficiency levels	<u>Described proficiency levels</u> are developed based on numerical scales, where the proficiency scores are grouped into proficiency levels. These levels are then described in terms of the knowledge, skills and understanding in the <u>learning domain</u> that is exhibited at the particular level. ⁷⁶ Described proficiency scales are used to interpret proficiency in a <u>learning domain</u> .
Desired target population	The population to which inferences from the survey outcomes will be made. ⁷⁷
Dissemination strategy	A <u>dissemination strategy</u> is developed to identify key stakeholders and their information needs, and the different dissemination products to address these. ⁷⁸
Education Sector Analysis (ESA)	The purpose of the <u>Education Sector Analysis (ESA)</u> is to provide a description of the situation of the education system based on data and indicators, as well as an analysis of strengths and weaknesses and difficulties encountered. The sector analysis relies on existing data and analyses provided by the education management information system (EMIS), additional surveys, and existing research studies. This analysis is included in the <u>Education Sector Plan (ESP)</u> and is often used to provide an update or a summary of the main issues in the education sector as evidenced by information from the comprehensive sector analysis. ⁷⁹
Education Sector Plan (ESP)	The <u>Education Sector Plan (ESP)</u> is a policy instrument elaborated under the responsibility of the government that translates that government's vision for developing the national education system within a defined time period. It outlines a coherent set of strategies to reach objectives and is based on a sound analysis of the current situation and the causes of successes and difficulties. The ESP should include implementation, budget, and monitoring and evaluation frameworks ⁸⁰ and be endorsed by country partners that commit to supporting its implementation.
Education priorities	The most important education issues identified in education policy and practice.
Enabling context	The broader context of the <u>assessment system</u> , and the extent to which it is supportive of the <u>assessment system</u> . ⁸¹
Ethicality and fairness	This key quality principle highlights the importance of considering the well-being, confidentiality and <u>inclusiveness</u> of participants, and the minimization of <u>measurement bias</u> . It also relates to professional competence, integrity, and responsibility. ⁸² See also ' <u>inclusiveness</u> ' and ' <u>measurement bias</u> '.
Examination	Refers to public <u>examinations</u> of national or sub-national scope that are conducted to make decisions about the progress of individual students through the education system, for example, for certification, grade progression or selection purposes. ⁸³ Results of standardized <u>examinations</u> may be aggregated at various levels of the education system to provide information on system performance. <u>Examinations</u> use a <u>census</u> approach to test all eligible students.

⁷⁶ Turner, "The 'Literacy' Idea: Assessment Gems No.5," 2014.

⁷⁷ ACER-GEM and UIS, 2017.

⁷⁸ ACER-GEM and UIS, 2017.

⁷⁹ GPE, 2017.

⁸⁰ GPE, 2017.

⁸¹ Clarke, 2012.

⁸² ACER-GEM and UIS, 2017.

⁸³ Clarke, 2012.

Term	Definition
	<ul style="list-style-type: none"> – <u>National examinations</u> include public examinations of national scope. – <u>Sub-national examinations</u> include public examinations that are implemented only in some states/provinces/districts/systems.
Fairness of test items	Means that all participants have the same opportunity to demonstrate the knowledge and skills that are being assessed so that some groups are not advantaged or disadvantaged by factors that are not relevant to the <u>learning domain</u> . ⁸⁴
Field operations	The activities of administering the assessment, including planning, implementing, monitoring and documenting the data collection in the field. ⁸⁵
Fitness for purpose	<u>Learning assessments</u> need to be designed to generate data that are appropriate for their designated purposes, aiming to strike a balance between <u>technical rigor</u> and practical implications. ⁸⁶
Global Partnership for Education	The <u>Global Partnership for Education (GPE)</u> , formerly known as the Education for All Fast Track Initiative, was established in 2002 and is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to dramatically increase the number of children who are in school and learning. GPE, as a Partnership, consists of developing countries, donors, international organizations, foundations, the private sector, teacher organizations and civil society organizations.
Household-based assessment	Refers to <u>learning assessment</u> administered in the household where the targeted population is randomly selected in the household using the household list. See also ' <u>citizen-led assessment</u> '.
Inclusiveness	<u>Inclusiveness</u> in the context of <u>learning assessment</u> means to design assessments to be relevant for as many members of the <u>target population</u> as possible. See also ' <u>ethicity and fairness</u> '.
International/regional large-scale assessment	See ' <u>large-scale assessment</u> '.
Item banks	Pool of questions, items or tasks that can be retrieved for the preparation of a test or, in some instances, use in classroom instruction. Typically, the questions, items, or tasks are classified by subject area, instructional objectives, skills, and difficulty level, among other groupings. These classifications make it possible to retrieve questions, items, or tasks with known characteristics and build tests that match given test specifications. They also make it possible for teachers and students to retrieve those that match their pedagogical and learning needs. ⁸⁷
Key stakeholder groups	<u>Key stakeholder groups</u> for <u>learning assessment</u> include: <ul style="list-style-type: none"> • Representatives from relevant national and sub-national government units • Representatives from external agencies with major responsibilities in <u>learning assessment</u>

⁸⁴ ACER-GEM and UIS, 2017.

⁸⁵ ACER-GEM and UIS, 2017.

⁸⁶ ACER-GEM and UIS, 2017.

⁸⁷ World Bank, 2015.

Term	Definition
	<ul style="list-style-type: none"> • School leaders, teachers, students, parents • Education and professional development program providers for teachers and school leaders • Education researchers • Development partners/donors • Representatives of civil society organizations and private sector organizations involved in education • Media and the general public.
Large-scale assessment	<p>Refers to <u>national large-scale assessments</u> and <u>international/regional large-scale assessments</u> that are conducted to gain <u>performance data</u> and <u>contextual data</u> for monitoring education system performance in order to inform education policy and practice.⁸⁸ International/regional assessments also allow comparison across countries. <u>Large-scale assessments</u> may use a <u>sample of the target population</u> or may be <u>census-based</u>.</p> <ul style="list-style-type: none"> • <u>Large-scale assessments</u> include <u>school-based assessments</u> and <u>household-based assessments</u> that are funded or supported by government, donors and civil society organizations. <ul style="list-style-type: none"> – <u>National large-scale assessments</u> are of national scope. National assessments include government-supported national assessments, EGRA and EGMA programs and (citizen-led), <u>household-based assessments</u> (for example, UNICEF MICS, or <u>citizen-led assessments</u> implemented by members of the PAL Network). – <u>International/regional large-scale assessments</u> include programs such as OECD/PISA; IEA/PIRLS, TIMSS, ICCS; UNESCO OREALC/LLECE, CONFEMEN/PASEC; EQAP/PILNA; SEAMEO and UNICEF/SEA-PLM; SACMEQ.
Learning assessment	The process of gathering and evaluating information on what students know, understand, can do and what progress they are making, to make informed decisions about next steps in the educational process.
Learning assessment system	See ' <u>learning assessment</u> '.
Learning domain	<p>The area of learning that is the focus of an assessment. This may be a <u>curriculum</u> area or subject (for example, mathematics, science, social studies), or more generic areas of learning (for example, reading, writing or problem-solving).⁸⁹</p> <p>See also '<u>curriculum</u>'.</p>
Linguistically equivalent	<u>Linguistically equivalent</u> means that different language versions of the same instrument have the same meaning. ⁹⁰
Linked performance data	Data on performance in a certain <u>learning domain</u> (see also ' <u>cognitive instruments</u> ') resulting from the use of linked <u>test items</u> for monitoring changes over time and/or between grades.

⁸⁸ Lietz, et al., 2017; Clarke, 2012.

⁸⁹ ACER-GEM and UIS, 2017.

⁹⁰ ACER-GEM and UIS, 2017.

Term	Definition
Local Education Group	A <u>Local Education Group</u> (LEG) (going under different names across countries) is a multi-stakeholder body convened and chaired by the government to support policy development, sector planning, and monitoring of educational progress. Its composition differs from country to country but typically includes government representatives, development agencies, civil society organizations, education worker organizations and other private actors supporting the education sector.
Measurement bias	<u>Measurement bias</u> occurs when a test and/or <u>contextual instrument</u> consistently discriminates against a particular group of participants. It is therefore important to ensure instruments are well-targeted to allow full demonstration of capabilities.
Moderation	The process of establishing comparable standards for evaluating student responses to assessment questions, items, or tasks in order to ensure that the data are valid and reliable for the intended purposes. In schools, it involves groups of teachers reviewing examples of student work, discussing the extent to which these meet the expected standard, and coming to agreement on the level of attainment represented by each example. The group may comprise staff from the same school, from different schools, or across authorities. ⁹¹
National examination	See ' <u>examination</u> '.
National large-scale assessment	See ' <u>large-scale assessment</u> '.
Objectivity and independence	The data collected with <u>learning assessments</u> need to be unbiased, value-free and objective. The interpretation of the data should be objective and independent, and in alignment with the purpose of the assessment and the evidence generated. ⁹²
Official learning standards	See "' <u>performance standards</u> '.
Performance data	Data about what learners know, understand and can do in a particular <u>learning domain</u> . See also ' <u>learning domain</u> ', ' <u>cognitive instruments</u> ' and ' <u>test instruments</u> '.
Performance level	Involves classifying and describing learner performance on a test in terms of the corresponding degree of competence in the domain (that is, subject area, behavior, skill) being tested. <u>Performance levels</u> define the knowledge and skills that students must typically demonstrate to be considered at a particular level of competence (for example, advanced, proficient, needs improvement) in the domain. ⁹³
Performance standards	A document that outlines the <u>performance level</u> (s) that students are expected to reach in different subject or topic areas at different grade and/or age levels. ⁹⁴

⁹¹ World Bank, 2015.

⁹² ACER-GEM and UIS, 2017.

⁹³ World Bank, 2015.

⁹⁴ World Bank, 2015

Term	Definition
Private schools	Schools that are not fully owned, operated and financed by the government. These include independent <u>private schools</u> (schools that operate completely separate from any government contracts, ownership or finance), <u>government-funded private schools</u> (schools that are privately operated but receive payments or subsidies from the government), and <u>privately managed schools</u> (the state contracts with nongovernmental organizations to manage publicly-owned schools). ⁹⁵
Psychometric standards	Relate to the quality of the <u>assessment instruments</u> , the derived cognitive and contextual scales, and the interpretation of the data. <u>Psychometric standards</u> set requirements for: <ul style="list-style-type: none"> • the <u>scaling methodology</u> applied • item statistics, for example, reliability, validity, item difficulty, item discrimination, fit statistics, and differential item functioning quality of <u>contextual indices</u> or scales.⁹⁶
Psychometrically equivalent	Means that the two language versions of the same instrument are equally difficult for participants of the same ability level across languages. For example, if the wording of an item in the source (or original) language is clearer than the wording for the same item in a target (or translated) language, then participants completing the item in the source language would find it easier to answer than those completing it in the target language. The translation should therefore be adapted to make the wording of the target language clearer. ⁹⁷
Public schools	Schools that are owned, operated, and financed by the government. ⁹⁸
Quality monitors	<u>Quality monitors</u> observe the test administration and report whether the assessment is taking place using standardized procedures under similar conditions. Quality monitoring is undertaken as part of the quality assurance procedures to confirm the integrity and high standards of the <u>field operations</u> process. ⁹⁹ See also ' <u>field operations</u> '.
Reliability of test items	The consistency and accuracy of test item measures and results over replications of the testing procedure. ¹⁰⁰ Reliability in a <u>test instrument</u> is critical as it ensures that the data are precise enough to be used to make decisions on policy, or on classifying individuals (for example, assigning a pass or fail mark). ¹⁰¹

⁹⁵ World Bank, 2015.

⁹⁶ ACER-GEM and UIS, 2017.

⁹⁷ ACER-GEM and UIS, 2017.

⁹⁸ World Bank, 2015.

⁹⁹ ACER-GEM and UIS, 2017.

¹⁰⁰ American Educational Research Association, et al., "Standards for Educational and Psychological Testing," 2014.

¹⁰¹ ACER-GEM and UIS, 2017.

Term	Definition
Sample	A subset of units in a population, selected to represent all units in a population of interest. Testing a <u>sample</u> of a population is an effective and efficient way to gather information to describe performance across the education system (or a clearly defined part of it). If the purpose of an assessment is to report on the performance at the individual level, then it is likely that a <u>census</u> of the population will complete the assessment. ¹⁰² See also ' <u>census</u> '.
Sample coverage	The percentage of the <u>desired target population</u> that is covered by the <u>defined target population</u> . ¹⁰³
Sampling frame	A list of all the sampling units defined for a <u>sample</u> survey. For example, for an educational assessment survey of Grade 8 students in a particular state, the <u>sample</u> frame will contain a list of all the schools in the state containing Grade 8 students, along with an estimate of the number of Grade 8 students in each school. ¹⁰⁴
Sampling standards	<u>Sampling standards</u> relate to the level of precision and validity of the <u>sample</u> , and set requirements for: <ul style="list-style-type: none"> • <u>sample</u> size, for example, the required number of sampled units in the assessment to achieve a predefined level of precision • response rates, for example, the required percentage for school and student participation • <u>sample coverage</u> of the <u>target population</u>, for example, the required percentage of the <u>target population</u>, or a predefined percentage of allowed exclusions, as protection against bias.¹⁰⁵
Scale score	Scores that have been mapped on a numeric description of progress in learning. ¹⁰⁶
Scaling methodology	Refers to the process of converting raw data into numerical indicators of the scale. ¹⁰⁷ Scaling can be considered primary data analysis, and scaling outputs are usually released as part of the final dataset. <u>Large-scale assessments</u> generally use Item Response Theory (IRT) to scale raw data in the production of cognitive and contextual constructs. ¹⁰⁸
School-based assessment	Refers to <u>learning assessment</u> administered in the school. Typically includes <u>examinations</u> , <u>classroom assessment</u> , and <u>large-scale assessments</u> that are administered in the school.
SDG 4	The United Nations Sustainable Development Goals (SDG) are the blueprint for achieving a better and more sustainable future for all. They address the global challenges, including those related to education, poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The 17 goals and associated targets are set out to be achieved by 2030. <u>SDG 4</u> particularly focuses on quality education, and aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

¹⁰² ACER-GEM and UIS, 2017.

¹⁰³ ACER-GEM and UIS, 2017.

¹⁰⁴ ACER-GEM and UIS, 2017.

¹⁰⁵ ACER-GEM and UIS, 2017.

¹⁰⁶ ACER-GEM and UIS, 2017.

¹⁰⁷ Berezner and Adams, "Why Large-Scale Assessments Use Scaling and Item Response Theory," 2017.

¹⁰⁸ ACER-GEM and UIS, 2017.

Term	Definition
	SDG 4 consists of ten targets encompassing many different aspects of education. Among them, SDG 4 target 4.1 sets out to achieve ‘universal primary and secondary education’, and aims to ‘ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes’ by 2030. ¹⁰⁹
Sound probability sampling methods	Sampling methods in which each unit of the <u>target population</u> (for example, school, student; household, child) has a known, non-zero probability of selection. ¹¹⁰
Special education needs	For the purposes of ANLAS, <u>special education needs</u> refers to the needs of a child with a mild disability (either physical or emotional) that might require accommodation in an assessment situation. While a number of definitions are available, there is no universal agreement as to how <u>special education needs</u> should be defined. Broad categories are: <ul style="list-style-type: none"> • Functional, physical disability: Students with disabilities or impairments viewed in medical terms as organic disorders attributable to organic pathologies (for example, in relation to sensory, motor or neurological defects). • Cognitive, behavioral or emotional disability: Students with behavioral or emotional disorders, or specific difficulties in learning. The educational need is considered to arise primarily from problems in the interaction between the student and the educational context. • Insufficient assessment language experience: Children who have been migrated to a new place or who do not speak the language of instruction and thus do not have the basic language skills to understand the instruction at school will have insufficient language skills to participate in the assessment.¹¹¹
Standard error	<u>Standard errors</u> provide information about the spread or variability of a <u>sample statistic</u> around its mean. For each population estimate, either the confidence interval or <u>standard error</u> , along with the statistical significance of any comparisons, should be calculated and reported. ¹¹²
Students in adversity	Students that may experience a situation of extreme adversity, for example, poverty, conflict, displacement, or social exclusion of various kinds (for example, due to gender, disability, religion, culture, race, ethnicity, social status), relative to regional context. While some adversity in life is a normal and natural occurrence (for example, the death of a close relative) ‘extreme adversity’ is a term used by Porticus to differentiate much more serious and sustained situations where, without the support of caring adult relationships, ‘toxic stress’ may occur. ¹¹³
Sub-national examination	See ‘ <u>examination</u> ’.
System-level monitoring	The use of <u>aggregated performance data</u> , and <u>contextual data</u> , linked over time to monitor the performance of the education system.

¹⁰⁹“Sustainable Development Goals (SDGs),” 2015, <https://sustainabledevelopment.un.org/sdgs..>

¹¹⁰ Thompson, *Sampling*, 1992.

¹¹¹ UIS, 2017.

¹¹² ACER-GEM and UIS, 2017.

¹¹³ Personal communication received by ACER from Eileen O'Malley of Porticus, on 18 September 2019.

Term	Definition
Target population	A particular group of people that the assessment is attempting to describe or measure outcomes for. For example, an assessment may aim to measure reading ability of Grade 6 students in government schools in a particular region. This group of people is referred to as the <u>target population</u> . ¹¹⁴
Technical rigor	Assessment methodology, analysis and interpretation of data need to follow scientific principles. <u>Technical rigor</u> should be the aim of all phases of an assessment so that inferences drawn are valid and their level of certainty can be determined. ¹¹⁵
Test administrators	Are responsible for delivering the assessment to the participants. ¹¹⁶
Test data	Data that are collected by administering a test.
Test instruments	A set of items used to collect information about what the participant knows, understands and can do in a particular <u>learning domain</u> , or domains. <u>Test instruments</u> are also called ' <u>cognitive instruments</u> '. ¹¹⁷ See also ' <u>cognitive instruments</u> '.
Test items	The questions or tasks used in a test (cognitive instrument). ¹¹⁸
Transparency and accountability	All aspects of a <u>learning assessment</u> , in particular the content, scope, design, methods, operational and quality assurance procedures, should be clearly described, documented and publicly available. Providing this information ensures the results are objective, verifiable, and more robust to withstand criticism. ¹¹⁹
Trend indicators	Performance indicators or contextual indicators used to monitor change in performance over time.
Validity of test items	The extent to which the <u>test items</u> measure what they claim to be measuring for a specified population, and the extent to which interpretations made from the data are correct and appropriate for the proposed use of the data. ¹²⁰

¹¹⁴ ACER-GEM and UIS, 2017.

¹¹⁵ ACER-GEM and UIS, 2017.

¹¹⁶ ACER-GEM and UIS, 2017.

¹¹⁷ ACER-GEM and UIS, 2017.

¹¹⁸ ACER-GEM and UIS, 2017.

¹¹⁹ ACER-GEM and UIS, 2017.

¹²⁰ American Educational Research Association, et al., "Standards for Educational and Psychological Testing," 2014.

6 References

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education, and Joint Committee on Standards in Educational and Psychological Testing. "Standards for Educational and Psychological Testing." Washington DC: AERA, 2014.
- Australian Council for Educational Research. "Literacy and Numeracy for the 21st Century." <https://rd.acer.org/article/literacy-and-numeracy-for-the-21st-century>, 2019.
- . "System-Wide Analysis of Assessment Practices (SWAAP) Concept Note (Working Draft)." Melbourne: ACER, 2017.
- Australian Council for Educational Research Centre for Global Education Monitoring, and UNESCO Institute for Statistics. "Principles of Good Practice in Learning Assessment." ACER and UIS, 2017.
- Berezner, Alla, and Raymond J Adams. "Why Large-Scale Assessments Use Scaling and Item Response Theory." In *Implementation of Large-Scale Assessments in Education*, edited by Petra Lietz, John C Cresswell, Keith F Rust and Raymond J Adams. Wiley Series in Survey Methodology, 323-56. New York: Wiley, 2017.
- Best, Maura, Pat Knight, Petra Lietz, Craig Lockwood, Dita Nugroho, and Mollie Tobin. "The Impact of National and International Assessment Programs on Education Policy, Particularly Policies Regarding Resource Allocation and Teaching and Learning Practices in Developing Countries: Final Report." London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London, 2013.
- Braun, Henry, Anil Kanjee, Eric Bettiner, and Michael Kremer. "Improving Education through Assessment, Innovation, and Evaluation." Cambridge, MA: American Academy of Arts and Sciences, 2006.
- Care, Esther, and Rebekah Luo. "Assessment of Transversal Competencies: Policy and Practice in the Asia-Pacific Region." Paris & Bangkok: UNESCO, 2016.
- Clarke, Marguerite. "What Matters Most for Student Assessment Systems: A Framework Paper: Systems Approach for Better Education Results (SABER) Student Assessment Working Paper No. 1." Washington, DC: World Bank, 2012.
- Clarke, Prema. "Making Use of Assessments for Creating Stronger Education Systems and Improving Teaching and Learning: Paper Commissioned for the 2017/8 Global Education Monitoring Report, Accountability in Education: Meeting Our Commitments." <http://unesdoc.unesco.org/images/0025/002595/259564e.pdf>, 2017.
- Cresswell, John C. "System-Level Assessment and Educational Policy." Melbourne: ACER, 2017.
- Datnow, Amanda, Vicki Park, and Priscilla Wohlstetter. "Achieving with Data: How High-Performing School Systems Use Data to Improve Instruction for Elementary Students." California: Center on Educational Governance, University of Southern California, 2007.
- Gallagher, Carol, and Peter Worth. "Formative Assessment Policies, Programs, and Practices in the Southwest Region (Issues & Answers Report, Rel 2008–No. 041)." Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest, 2008.
- Global Partnership for Education. "Concept Note: Analysis of National Learning Assessment Systems (ANLAS)." Washington, DC: GPE, 2018.

- . "GPE 2020: Improving Learning and Equity through Stronger Education Systems." Washington, DC: GPE, 2016.
- . "How GPE Works in Partner Countries." <https://www.globalpartnership.org/content/how-gpe-works-partner-countries>, 2017.
- . "Methodology Sheet for Global Partnership for Education Result Indicator 15." GPE, <https://www.globalpartnership.org/content/methodology-sheet-gpe-result-indicator-15>, 2018.
- Great Schools Partnership. "The Glossary of Education Reform: 21st Century Skills." <http://edglossary.org/21st-century-skills/>, 2016.
- Inter-Agency and Expert Group on Sustainable Development Goal Indicators. "Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators." 2016.
- Lietz, Petra, John C Cresswell, Keith F Rust, and Raymond J Adams. "Implementation of Large-Scale Education Assessments." Chap. 1 In *Implementation of Large-Scale Education Assessments*, edited by Petra Lietz, John C Cresswell, Raymond J Adams and Keith F Rust. New York: Wiley, 2017.
- Masters, Geofferey N. "Reforming Education Assessment: Imperatives, Principles and Challenges." *Australian Education Review* 57 (2013).
- Network for African Learning Assessments (NALA). "Learning Assessments Systems Evaluation Framework (Draft)." n.d.
- OECD. "PISA 2012 Results: What Students Know and Can Do - Student Performance in Mathematics, Reading and Science (Volume 1, Revised Edition, February 2014)." Paris: OECD Publishing, 2014.
- . "PISA for Development Capacity Needs Analysis: Cambodia." Paris: OECD, 2016.
- . *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*. OECD Reviews of Evaluation and Assessment in Education. Paris: OECD, 2013.
- Opposs, Dennis, and Kristine Gorgen. "What Is Standard Setting?". Chap. 4 In *Examination Standards. How Measures and Meanings Differ around the World*, edited by Jo-Anne Baird, Tina Isaacs, Dennis Opposs and Lena Gray. London: UCL Institute of Education Press, University College London, 2018.
- People's Action for Learning Network (PAL Network). "[Assessment]." <https://palnetwork.org/>, n.d.
- Quyen, Nguyen Thi Do, and Ahmad Zamri Khairani. "Reviewing the Challenges of Implementing Formative Assessment in Asia: The Need for a Professional Development Program." *Journal of Social Science Studies* 4, no. 1 (2017): 160-77.
- Ratnam-Lim, Christina Tong Li, and Kelvin Heng Kiat Tan. "Large-Scale Implementation of Formative Assessment Practices in an Examination-Oriented Culture." *Assessment in Education: Principles, Policy & Practice* 22, no. 1 (2015): 61-78.
- Ravela, Pedro, Patricia Arregui, Gilbert Valverde, Richard Wolfe, Guillermo Ferrer, Felipe Martínez Rizo, Mariana Aylwin, and Laurence Wolff. *The Educational Assessments That Latin America Needs*. Washington, DC: PREAL, 2009.
- Renshaw, Peter, Aspa Baroutsis, Christa van Kraayenoord, Merrilyn Goos, and Shelley Dole. "Teachers Using Classroom Data Well: Identifying Key Features of Effective Practices: Final Report." Brisbane: The University of Queensland., 2013.

- Scoular, Claire, and Esther Care. "Teaching of Twenty-First Century Skills: Implications at System Levels in Australia ". In *Assessment and Teaching of 21st Century Skills: Research and Applications*, edited by Esther Care, Patrick Griffin and Mark Wilson, 145-62. Dordrecht: Springer Science and Business Media, 2017.
- Thompson, Steven K. *Sampling*. New York: Wiley, 1992.
- Tobin, Mollie, Petra Lietz, Dita Nugroho, Ramya Vivekanandan, and Tserennadmid Nyamkhuu. "Using Large-Scale Assessments of Students' Learning to Inform Education Policy: Insights from the Asia-Pacific Region." Melbourne: ACER and Bangkok: UNESCO, 2015.
- Turner, Ross. *Described Proficiency Scales and Learning Metrics. Assessment Gems No. 4*. Melbourne: ACER, 2014.
- . "The 'Literacy' Idea: Assessment Gems No.5." Melbourne: ACER, 2014.
- UNESCO. "Analyzing and Utilizing Assessment Data for Better Learning Outcomes." Paris: UNESCO, 2017.
- UNESCO Institute for Statistics. "The Impact of Large-Scale Learning Assessments." GPE, 2018.
- United Nations. "Sustainable Development Goals (SDGs)." <https://sustainabledevelopment.un.org/sdgs>, 2015.
- Van der Kleija, Fabienne Michelle, Jacqueline Joy Cumming, and Anne Looney. "Policy Expectations and Support for Teacher Formative Assessment in Australian Education Reform." *Assessment in Education: Principles, Policy & Practice* 25, no. 6 (2017): 620-37.
- Wagner, Daniel A, Marlaine Lockheed, Ina Mullis, Michael O Martin, Anil Kanjee, Amber Gove, and Amy Jo Dowd. "The Debate on Learning Assessments in Developing Countries." *Compare: A Journal of Comparative and International Education* 42, no. 3 (2012): 509-45.

7 Appendices

7.1 Appendix 1

Exhibit 14: Overview of ANLAS processes and tools for each phase

<p>Initiation, training and planning phase</p>	<p>Initiation, training and planning tools</p>
<ul style="list-style-type: none"> • Initiation and familiarization: <ul style="list-style-type: none"> – Nominating a national team leader – Establishing a national team – Establishing a steering committee – Budget pre-approval • National team training • Planning activities: <ul style="list-style-type: none"> – Identifying the assessment programs to be included in the analysis – Stakeholder and document mapping – Completing the implementation plan – Identifying risks and mitigation strategies – Developing a detailed budget • Conducting stakeholder briefings 	<ul style="list-style-type: none"> • Stakeholder database • Stakeholder and document mapping tables • National team training agenda • National team training presentation • Implementation plan • Risks and mitigation strategies template • Budget template • Stakeholder briefing presentation
<p>Analysis phase</p>	<p>Analysis tools</p>
<ul style="list-style-type: none"> • Describing each ANLAS dimension • Conducting stakeholder consultations to discuss the descriptions, evaluate the key areas, and identify aspects and recommendations for improvement for each dimension • Consolidating information from multiple stakeholder consultations for each dimension • Synthesis of the evaluation of key areas, aspects and recommendations for improvement from all dimensions 	<ul style="list-style-type: none"> • Analytical table dimension 1: Context of the <u>assessment system</u> (CN) • Analytical table dimension 2A: Quality of <u>large-scale assessment and examination</u> (QLE) • Analytical table dimension 2B: Quality of <u>classroom assessment</u> (QCA) • Analytical table dimension 3: Coherence of the <u>assessment system</u> (CH) • Synthesis table 1: Overview of ANLAS findings • Synthesis table 2: ANLAS findings and recommendations
<p>Reporting and dissemination phase</p>	<p>Reporting and dissemination tools</p>
<ul style="list-style-type: none"> • Reporting ANLAS findings: <ul style="list-style-type: none"> – Preparing the ANLAS report – Preparing the key findings document – Preparing the key findings presentation • Disseminating ANLAS findings: <ul style="list-style-type: none"> – Developing a <u>dissemination strategy</u> – Undertaking dissemination activities 	<ul style="list-style-type: none"> • <u>Dissemination strategy</u> template • Report template • Key findings template • Key findings presentation template

7.2 Appendix 2

Exhibit 15: Example Synthesis table 2: ANLAS findings and recommendations

[This redacted example from the ANLAS pilot implementation shows consolidated evaluation categories, aspects and recommendations for improvement for one key area in each dimension.]

Dimension 1: Context of the assessment system (CN)			
Key area and quality objective	Consolidated evaluation category	Consolidated aspects for improvement <i>[Relate to the above guiding questions and descriptions.]</i>	Consolidated recommendations for improvement <i>[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]</i>
CN3 Funding The government provides sufficient and stable funding for the <u>assessment system</u> .	2. Partly achieved	<ul style="list-style-type: none"> The Government provides funding for implementing national large-scale assessments and national examinations. The funding is included in the government budget and is stable, securing current and future administration of these assessment programs. The available budget is limited, and provides funding mainly for design and development of instruments and resources, analysis and reporting. Funding is limited for field operations, in particular for the provision of training for test administrators. Funding is also limited for dissemination of findings, in particular to develop different dissemination products, in-depths thematic reports and a program website. The country is currently undertaking international large-scale assessments PISA and TIMSS. Both programs are externally funded by development partners. International large-scale assessment programs are usually designed by international contractors with clear timelines for a number of tasks. The National Assessment Centre is responsible for completing these tasks according to the timelines. However, the funding is not available to enable the National Assessment Centre to complete the tasks on time because 	The Ministry of Education to work with the Ministry of Planning and Finance to: <ul style="list-style-type: none"> Review the budget for learning assessment programs. Determine the implementation cost for each of the national assessment programs. Explore the possibility of providing more funding to the national assessment programs, in particular funding for test administrator training and dissemination products and activities. Explore the possibility of selecting fewer assessment programs to undertake that provide the most useful data to inform the country's education priorities, in order reallocate funding to the areas identified and secure future administration of the most effective programs. Consider including funding for the international large-scale assessment programs in the government budget. Discuss with development partners possible ways to access financial assistance in a timely manner.

		the process of funding approval takes much longer than anticipated. This creates a situation where the National Assessment Centre lacks resources (both physical and personnel) when needed most in order to implement the international assessment programs successfully.	
--	--	--	--

Dimension 2A: Quality of large-scale assessment and examination			
Key area and quality objective	Consolidated evaluation category	Consolidated aspects for improvement <i>[Relate to the above guiding questions and descriptions.]</i>	Consolidated recommendations for improvement <i>[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]</i>
QLE8 Reporting and dissemination Appropriate products and approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.	2. Partly achieved	<ul style="list-style-type: none"> Results from international large-scale assessments are reported using scale scores, performance levels and proficiency level descriptions. Comparisons in performance of groups over time will also be reported for the current participation in the international assessment programs. Results from the national assessment programs and examinations are also reported in similar ways. Currently, there is no dissemination strategy in place to identify key stakeholder groups and their information needs, reporting and dissemination products, and dissemination activities. Reports from large-scale assessment programs and examinations are usually circulated within the Ministry of Education and also to other relevant ministries. If the recommendations made based on the assessment results are related to issues under the oversight of the Ministry of Education, these recommendations are likely to be discussed and possibly implemented. However, if the recommendations are related to issues relevant to other ministries, required change takes time to occur. Key ministries include: Ministry of Home Affairs, Ministry of Labour and Ministry of Finance. However, possible effective ways to disseminate assessment results to these 	<ul style="list-style-type: none"> Develop a dissemination strategy to promote findings from large-scale assessments and examinations so that the Ministry of Education as well as other relevant ministries can support and enact changes that will improve learning in the country. In the strategy, key stakeholder groups and their information needs should be identified. Appropriate dissemination products (other than main reports) need to be developed and tailored to meet the stakeholders' needs.

		<p>stakeholders outside the Ministry of Education have not been explored yet.</p> <ul style="list-style-type: none"> • Most of the dissemination products the National Assessment Centre prepares are main reports that summarize assessment results. There is a general view that these main reports lack relevance to other ministries. 	
--	--	--	--

Dimension 2B: Quality of classroom assessment

Key area and quality objective	Consolidated evaluation category	Consolidated aspects for improvement <i>[Relate to the above guiding questions and descriptions.]</i>	Consolidated recommendations for improvement <i>[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]</i>
<p>QCA4 Assessment methods</p> <p>Teachers use multiple assessment methods in order to support valid and reliable assessment of students' learning.</p>	2. Partly achieved	<ul style="list-style-type: none"> • Most commonly observations of students' behavior in class discussions, and assessment of students' homework and teacher administered tests and worksheets are used to assess students' learning in the different school subjects. • There is only limited or no usage of multiple methods especially interviews, standardized tests, student self-assessment, questionnaires by teachers are hardly used in both primary and secondary schools. 	<ul style="list-style-type: none"> • Develop a strategy to train teachers in education and through professional development on how to use different assessment methods. To do this, both teacher training institutions and regional Education Bureaus should work together to enhance the capacity of teachers on classroom assessment practices. See also the recommendations for 'QCA2 Education and professional development'.

Dimension 3: Coherence of the assessment system

Key area and quality objective	Consolidated evaluation category	Consolidated aspects for improvement <i>[Relate to the above guiding questions and descriptions.]</i>	Consolidated recommendations for improvement <i>[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]</i>
<p>CH1 Learning standards and curriculum</p> <p>The <u>assessment system</u> provides relevant data on students' knowledge</p>	2. Partly achieved	<ul style="list-style-type: none"> • The following key learning domains are currently assessed in the country: <ul style="list-style-type: none"> – Literacy – Mathematics – Science – Social studies. 	<ul style="list-style-type: none"> • Undertake a thorough review of the national curriculum framework and the assessment frameworks of the national assessment programs to ensure: <ul style="list-style-type: none"> – The focus is placed on application of knowledge and demonstration of skills. – The assessment frameworks are aligned with the national

<p>and skills in key <u>learning domains</u>. The knowledge and skills assessed focus on the application of knowledge and demonstration of skills, and are aligned with <u>official learning standards</u> or <u>curriculum</u>.</p>	<ul style="list-style-type: none"> • The knowledge and skills assessed in these domains are defined based on the national curriculum framework. However, these definitions are not properly operationalized in the assessment programs (both the national large-scale assessment and national/regional examinations) because these assessment programs focus on demonstration of factual knowledge and routine procedures, and use only multiple-choice items. • There are competencies that are clearly defined in the national curriculum framework, but not assessed in large-scale assessments, such as listening, speaking, and practical activities. These competencies could be assessed through classroom assessment. However, teachers lack the opportunity to learn how to assess these competencies through classroom assessment. In general, teachers need to build assessment capacity to be able to align classroom assessment with the national curriculum framework. • 21st century skills are mentioned in the national curriculum framework, but no specific skills are defined. Therefore, no 21st century skills are currently assessed. There is a clear lack of understanding about the concept of 21st century skills within the education system. 	<p>curriculum framework.</p> <ul style="list-style-type: none"> • Provide teachers with training for professional development to build their assessment capacity. This recommendation is further elaborated in ‘Key Area QCA2 Education and professional development’ in ‘Dimension 2A Quality of classroom assessment’. • Develop instructional materials for teachers that provide them with guidance on how to align classroom assessment with the national curriculum framework. • Undertake a review of the current understanding of 21st century skills to identify how the concept can be best incorporated into the national curriculum framework. The findings should provide a theoretical foundation to underpin the assessment of 21st century skills within the national assessment system.
--	---	---