



Analysis of National Learning Assessment Systems [ANLAS]

Analytical table 1

Context of the assessment system

September 2019



# ANLAS Analytical table 1

# Dimension 1: Context of the assessment system

*[Detailed instructions for undertaking the analysis and a glossary of key terms are provided in the ANLAS Manual (see sections 4.3, 4.4 and 5).]*

## Key areas: Context of the assessment system (CN)

* CN1 Legislation or policy
* CN2 Institutional arrangements and governance structures
* CN3 Funding
* CN4 Leadership

## Reference lists for data sources

*[In the table below, list the relevant documents from the document mapping table that are used for the analysis. Add rows as needed.]*

| Documents: Context of the assessment system | |
| --- | --- |
| **Short reference** | **Full reference** |
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*[Provide the information below for each stakeholder consultation. Add a new table for each stakeholder consultation. Add rows as needed.]*

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| --- | --- | --- | --- | --- |
| Stakeholder consultations: Context of the assessment system (CN-S) | | | | |
| **Number** | CN-S1 | | | |
| **Date** |  | | | |
| **Participant name** | | **Role** | **Organization** | **Stakeholder group/National team** |
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## CN1 Description

| **Quality objective**  **CN1 Legislation or policy: The assessment system is guided by legislation or policy.** | |
| --- | --- |
| **Guiding questions** | **Description and data sources** |
| * 1. **Which assessment programs form part of the national learning assessment system?**   *[Include assessments that are* ***current*** *or have been* ***recently undertaken****, for example, in the last five years. Relate to large-scale assessments, examinations and classroom assessments as defined below. Briefly describe the large-scale assessments and examinations included based on the characteristics indicated in Analytical table 2A. For classroom assessment indicate the relevant levels of school education in the national context, as required for Analytical table 2B.]*   * Large-scale assessments, including school-based and household-based assessments that are funded or supported by government, donors and civil society organizations. * National large-scale assessments are of national scope, including government-supported national assessments, EGRA and EGMA programs and household-based assessments (for example, MICS, or citizen-led assessments joined in the PAL Network). * International/regional assessments include programs such as PISA and PISA-D, PIRLS, TIMSS, ICCS, LLECE, PASEC, PILNA, SEA-PLM, SACMEQ. * Examinations are public examinations of national or sub-national scope. * National examinations include public examinations of national scope. * Sub-national examinations include public examinations that are implemented only in some states/provinces/districts/systems. * Classroom assessments 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 classroom assessment practices within a country. |  |
| *[For the following questions, relate to the assessment programs identified under CN 1.1]* | |
| * 1. **Which assessment programs are enacted by legislation (for example, in laws, regulations, and decrees)?** |  |
| * 1. **a) Are national policies in place to guide learning assessment?**   *[Please list and briefly describe these policies.]*  For example:   * National education policy * Education sector strategies * Education Sector Plan * Monitoring and evaluation policy, assessment policy * Official learning standards and curriculum * School development policies * Teaching standards and policies on the quality of instructional practice * Policies on education and professional development of teacher trainers, teachers and school principals |  |
| * 1. **b) What guidance do the national policies provide for learning assessment?**   For example, guidance on the:   * Purpose of learning assessment in general * Purpose of different assessment programs * Target population of assessment programs * Inclusiveness of assessment programs, for example, accommodations for students with special education needs, students in adversity, out-of-school population * Key learning domains and the knowledge and skills to be assessed * Frequency of assessment programs * Reporting of learning assessment outcomes * Education priorities to be informed by evidence from learning assessment, for example: * Improving student’s 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) * Improving teacher education and professional development * Intended uses of assessment data in education policy and practice |  |
| * 1. **c) Do the national policies provide a vision or guidance for assessing 21st century skills?**   For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |

## CN1 Evaluation

*[For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **CN1 Legislation or policy: The assessment system is guided by legislation or policy.** | | | |
| **CN-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN1 Consolidated evaluation

*[Use the table below to consolidate the information from multiple stakeholder consultations.]*

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| --- | --- | --- |
| **Quality objective**  **CN1 Legislation or policy: The assessment system is guided by legislation or policy.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN2 Description

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| **Quality objective**  **CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.** | |
| *[For the following questions, relate to the assessment programs identified under CN 1.1]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Which government units are primarily responsible for developing national policies for learning assessment?**   *[Relate to CN 1.3]* |  |
| * 1. **b) Which government units are primarily responsible for conducting learning assessment?**   For example:   * Design and development of assessment frameworks, instruments and resources * Implementation of learning assessment * Analysis and reporting * Dissemination of findings * Managing the complete cycle of an assessment program, including design and development, implementation, analysis, reporting and dissemination of findings |  |
| * 1. **a) Are external agencies assigned with major responsibilities in learning assessment?**   For example:   * Policy development *[Relate to CN 2.1 a]* * Conducting learning assessment *[Relate to CN 2.1 b]* |  |
| * 1. **b) To which bodies are these agencies accountable?** |  |
| * 1. **What governance structures are in place to ensure national policies for learning assessment are implemented?**   For example:   * Governance committees, steering groups, or advisory boards involving representatives from the relevant units/agencies * Formal communication protocols between the relevant units/agencies involved * Working groups or ‘task forces’ involving representatives from the relevant units/agencies |  |

## CN2 Evaluation

*[For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.]*

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| --- | --- | --- | --- |
| **Quality objective**  **CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.** | | | |
| **CN-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN2 Consolidated evaluation

*[Use the table below to consolidate the information from multiple stakeholder consultations.]*

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| --- | --- | --- |
| **Quality objective**  **CN2 Institutional arrangements and governance structures: The government has well-established institutional arrangements for learning assessment with clear governance structures.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN3 Description

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| **Quality objective**  **CN3 Funding: The government provides sufficient and stable funding for the assessment system.** | |
| *[For the following questions, relate to the assessment programs identified under CN 1.1]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) What are the funding sources for each learning assessment program?**   For example:   * Government * Donor * Private * Other sources |  |
| * 1. **b) What proportion of funding comes from each source?** |  |
| * 1. **a) Is the funding of learning assessment written into government budgets?** |  |
| * 1. **b) Does the funding secure the current and future administration of learning assessment?**   Including for the:   * Design and development of assessment frameworks, instruments and resources * Implementation * Analysis and reporting * Dissemination of findings |  |

## CN3 Evaluation

*[For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **CN3 Funding: The government provides sufficient and stable funding for the assessment system.** | | | |
| **CN-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN3 Consolidated evaluation

*[Use the table below to consolidate the information from multiple stakeholder consultations.]*

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| --- | --- | --- |
| **Quality objective**  **CN3 Funding: The government provides sufficient and stable funding for the assessment system.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN4 Description

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| **Quality objective**  **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.** | |
| *[For the following questions, relate to the assessment programs identified under CN 1.1]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **Does the government actively promote learning assessment among all key stakeholder groups?**   For example:   * Are key stakeholder groups identified? * Are the information needs of key stakeholder groups identified? * Are all key stakeholder groups informed about learning assessments, including the purpose, implementation process and findings? |  |
| * 1. **a) Does the government make public announcements about learning assessments, including about the purpose, implementation process and findings?** |  |
| * 1. **b) Are findings from large-scale assessments and examinations made publicly available within 24 months?** |  |
| * 1. **a) Is there media coverage of learning assessment?** |  |
| * 1. **b) What is the nature and quality of the media coverage?** |  |
| * 1. **a) Are there strategies in place to engage key stakeholder groups in learning assessment?**   For example involving stakeholders through:   * A steering group or advisory board * Design and development of assessment frameworks, instruments and resources * Implementation of learning assessment * Analysis, reporting and dissemination of findings |  |
| * 1. **b) Which stakeholder groups are commonly involved?** |  |
| * 1. **c) Which stakeholder groups are less engaged, and should be more involved?** |  |
| * 1. **a) Are key stakeholder groups generally supportive of learning assessment?** |  |
| * 1. **b) Are there any key stakeholder groups who oppose specific assessment programs?** |  |

## CN4 Evaluation

*[For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **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.** | | | |
| **CN-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## CN4 Consolidated evaluation

*[Use the table below to consolidate the information from multiple stakeholder consultations.]*

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| --- | --- | --- |
| **Quality objective**  **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.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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