



Analysis of National Learning Assessment Systems [ANLAS]

Analytical table 3

Coherence of the assessment system

September 2019



# ANLAS Analytical table 3

# Dimension 3: Coherence 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: Coherence of the assessment system (CH)

* CH1 Learning standards and curriculum
* CH2 Education system structure
* CH3 Education priorities
* CH4 System-level data use

## 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: Coherence 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: Coherence of the assessment system (CH-S) | | | | |
| **Number** | CH-S1 | | | |
| **Date** |  | | | |
| **Participant name** | | **Role** | **Organization** | **Stakeholder group/National team** |
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## CH1 Description

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| **Quality objective**  **CH1 Learning standards and curriculum: The assessment system provides relevant data on students’ knowledge and skills in key learning domains. The knowledge and skills assessed focus on the application of knowledge and demonstration of skills, and are aligned with official learning standards or curriculum.** | |
| *[For the following questions, relate to the key learning domains and skills assessed with the assessment programs discussed in Analytical tables 2A, QLE 2.1 and 2B, QCA 3.2.]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) What are the key learning domains assessed?**   For example:   * Literacy/language/reading/writing * Numeracy/mathematics * Science/Physics/Chemistry/Biology * Computer and information literacy/ICT * Civics and citizenship * Social studies |  |
| * 1. **b) Are 21st century skills assessed either within the key learning domains listed under 1.1a or as a separate learning domain? If yes, which ones are assessed?**   For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |
| * 1. **c) What is the nature of the knowledge and skills assessed?**   For example:   * A focus on demonstration of factual knowledge and routine procedures * A focus on application of knowledge and demonstration of skills |  |
| * 1. **d) Are the knowledge and skills assessed aligned with official learning standards or curriculum?** |  |

## CH1 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**  **CH1 Learning standards and curriculum: The assessment system provides relevant data on students’ knowledge and skills in key learning domains. The knowledge and skills assessed focus on the application of knowledge and demonstration of skills, and are aligned with official learning standards or curriculum.** | | | |
| **CH-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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## CH1 Consolidated evaluation

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

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| **Quality objective**  **CH1 Learning standards and curriculum: The assessment system provides relevant data on students’ knowledge and skills in key learning domains. The knowledge and skills assessed focus on the application of knowledge and demonstration of skills, and are aligned with official learning standards or curriculum.** | | |
| **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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## CH2 Description

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| **Quality objective**  **CH2 Education system structure: The assessment system 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.** | |
| *[For the following questions, relate to the assessment programs discussed in Analytical tables 2A and 2B.]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Which grades and stages of primary and secondary school education are targeted by large-scale assessments and/or examinations to gain performance data for system-level monitoring?**   *[Relate to the large-scale assessments and examinations discussed in Analytical table(s) 2A and the definition of the target population under Characteristics of the assessment program, question 5.]* |  |
| * 1. **b) Do large-scale assessments and/or examinations provide linked performance data that allowsystem-level monitoring of learning progress over time or between grades?**   *[Relate to Analytical table(s) 2A, QLE 7.1.]* |  |
| * 1. **How is classroom assessment used to monitor the state and progress of individual learners?**   *[Relate to Analytical table(s) 2B, in particular the key areas QCA1, QCA3, QCA4, QCA6]* |  |
| * 1. **a) At which levels of the education system can performance data be aggregated to gain meaningful information about the education system?**   *[Relate to Analytical tables 2A, QLE 7.2; and 2B, QCA6.1, QCA 6.2.]*  For example:   * International/regional level * National level * Sub-national level, including: * State, province or region * School level * Classroom level * Individual student level |  |
| * 1. **b) Does the assessment system provide performance data at all relevant levels of the education system?** |  |

## CH2 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**  **CH2 Education system structure: The assessment system 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.** | | | |
| **CH-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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## CH2 Consolidated evaluation

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

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| **Quality objective**  **CH2 Education system structure: The assessment system 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.** | | |
| **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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## CH3 Description

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| **Quality objective**  **CH3 Education priorities: The assessment system 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.** | |
| *[For the following questions, relate to the assessment programs discussed in Analytical tables 2A and 2B.]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **Are the purposes of assessment programs clearly defined?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]*  For example:   * Large-scale assessments provide performance data and contextual data for monitoring education system performance * National large-scale assessments focus on national education priorities * International or regional large-scale assessments allow comparison with other education systems * Examinations (public examinations of national or sub-national scope) provide performance data to make decisions about individual students’ progress through the education system * Results of standardized examinations can be aggregated at various levels of the education system to provide information on education system performance * Classroom assessment is conducted to inform continuous improvement of learning in individual classrooms through identifying areas of strength and weakness in student performance to guide further action * Data from standardized classroom assessment can be aggregated to provide information on students’ learning at different levels of the education system |  |
| * 1. **a) What are the main education priorities that should be informed by evidence from learning assessment?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3]*  For example:   * Improving 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) * Improving teacher education and professional development |  |
| * 1. **b) Do the assessment programs provide robust evidence to inform these education priorities?**   *[Relate to students’ knowledge and skills assessed, discussed in CH 1.1]*  *[Relate to the contextual data discussed in Analytical table(s) 2A, QLE 2.2]*  *[Relate to the key stages of primary and secondary school education, and the levels of the education system, discussed in CH 2.1, CH 2.2 and CH 2.3]*  *[Relate to the purpose of different assessment programs discussed in CH 3.1]*  For example:   * Is learning data available on students’ application of knowledge and demonstration of skills in key learning domains, including 21st century skills? * Is data available on the contexts in which learning takes place? For example: * Equity-related factors, such as gender, socio-economic factors, home language, special education needs * Structures and resources, such as school authority, school location, funding, infrastructure and resources, school leadership and management, teacher body and attendance * Teaching and learning practices, such as school curriculum, quality of instruction, use of classroom assessment * Are learning data and contextual data available for system-level monitoring? For example: * At key stages of primary and secondary school education * Linked performance data to monitor progress over time or between grades * At the national and important sub-national levels * At the international or regional level * Is classroom assessment used to monitor the state and progress of individual learners? |  |

## CH3 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**  **CH3 Education priorities: The assessment system 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.** | | | |
| **CH-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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## CH3 Consolidated evaluation

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

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| **Quality objective**  **CH3 Education priorities: The assessment system 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.** | | |
| **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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## CH4 Description

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| **Quality objective**  **CH4 System-level data use: Assessment data is used for evidence-based policy and decision making.** | |
| *[For the following questions, relate to the assessment programs discussed in Analytical tables 2A and 2B.]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) How is assessment data used in the review and development of *national education policies*? From which assessment programs?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]* |  |
| * 1. **b) How is assessment data used in the review and development of *monitoring and evaluation policies, or assessment policies*? From which assessment programs?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]* |  |
| * 1. **c) How is assessment data used in the review and development of *official learning standards or curriculum*? From which assessment programs?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]* |  |
| * 1. **d) How is assessment data used in the review and development of *school development policies, teaching standards and policies on the quality of instructional practice*? From which assessment programs?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]* |  |
| * 1. **e) How is assessment data used in the review and development of *policies on education and professional development of teacher trainers, teachers and school principals*? From which assessment programs?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]* |  |
| * 1. **How is assessment data used in education sector planning processes? From which assessment programs?**   *[Relate to the national policies discussed in Analytical table 1, CN 1.3.]*  For example:   * Education sector analysis * Education sector planning * Education Sector Plan implementation * Education Sector Plan monitoring and evaluation |  |
| * 1. **How is assessment data used in global education monitoring, such as reporting against the UN Sustainable Development Goals in Education  (SDG 4)? From which assessment programs?** |  |
| * 1. **How are classroom assessment data used at the system-level?**   For example:   * To make decisions about individual students’ progress through the education system (for example, in combination with examination results, or separately). |  |
| * 1. **a) What governance structures are in place to ensure assessment data is used in the review and development of national policies, education sector planning processes and global education monitoring?**   *[Relate to the institutional arrangements and governance structures discussed in Analytical table 1, key area CN 2.]*  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 |  |
| * 1. **b) From which assessment programs are performance data and contextual data included in the national Education Information Management System (EMIS) database?** |  |
| * 1. **a) What is the estimated level of capacity in the relevant units/agencies to support the use of assessment data for evidence-based policy and decision making?**   *[Relate to the institutional arrangements and governance structures discussed in Analytical table 1, key area CN 2.]*  For example:   * Understanding the purpose of learning assessment * Understanding the findings of learning assessment * Ability to translate assessment results described in reports and other dissemination products into policy and action * Ability to analyze and interpret assessment data |  |
| * 1. **b) What are the major capacity-building needs in the relevant units/agencies to support the use of assessment data for evidence-based policy and decision making?**   *[Relate to the institutional arrangements and governance structures discussed in Analytical table 1, key area CN 2.]*  For example:   * Understanding the purpose of learning assessment * Understanding the findings of learning assessment * Ability to translate assessment results described in reports and other dissemination products into policy and action * Ability to analyze and interpret assessment data |  |
| * 1. **c) What opportunities are available to build capacity in relevant units/agencies to support the use of assessment data for evidence-based policy and decision making?** |  |

## CH4 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**  **CH4 System-level data use: Assessment data is used for evidence-based policy and decision making.** | | | |
| **CH-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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## CH4 Consolidated evaluation

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

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| **Quality objective**  **CH4 System-level data use: Assessment data is used for evidence-based policy and decision making.** | | |
| **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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