

The Importance of National Assessment in Evidence-based Policy Making

The analysis and interpretation of data

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**NATIONAL ASSESSMENT: TOWARDS EVIDENCE-BASED CHANGES IN CROATIAN EDUCATION
MEETING THE CHALLENGES OF ECONOMIC DEVELOPMENT**

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National Assessment?

Monitoring the Learning Outcomes of Education Systems



now you know

National Assessment is to answer questions, such as:

- What do schools try to teach their pupils?
- What do the pupils actually learn in education?
- Which changes have taken place during the years?
- How can we improve education?



now you know

Choices to make in National Assessment

- What to assess: subjects
- Who to assess: grade(s), school types
- When to assess (moment of administration)
- Frequency of NA
- Testing time in NA
- Format of the NA tests
- Sampling of student population



now you know

What to assess?

- Political & technical considerations (costs, logistical requirements)
- Type of information:
 - Cognitive outcomes of instruction
 - language (mother tongue, second language)
 - Mathematics, science
 - Art, music
 - Social studies
 - Affective outcomes, e.g. reading attitudes
 - Background variables, e.g. socio-economic status, gender, etc



Who and when to assess?

Target population:

- Defined by age or grade
- Levels of schooling

When to assess:

- Incidental
- Cyclic



now you know

Sampling principles

- All schools
- Stratified sample
- Weighting
- Matrix sampling



now you know

Characteristics of National Assessment

- Learner attainment as an indicator about the quality of the educational system
- Results related to relevant characteristics of schools and pupils
- *NOT* focused on individual pupils and schools.
- *RATHER:* How well is the system doing in reaching outcomes for pupils that participate in that system?



now you know

Outcomes of National Assessment

- Overview of aspects (per domain) of educational supply (curricula, time invested, methods used...)
- Breakdown by background variables (age, gender, socio-economic status, planned track...)
- Description of ability distributions in (sub)population(s), where ability is related to accurately defined and didactically meaningful units, preferably small.

