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**The Use of Student Assessment for
Policy and Learning Improvement**

Education Policy and Reform Unit



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Preface

Assessment, as the main instrument used to monitor the quality of education in education systems, is an integral part of an education system. Beyond its nominal function of checking and measuring student learning, assessment results often provide the evidence base for making improvements to policies and practices in education. But how does this actually happen? In an attempt to elicit information from countries in this regard, UNESCO's Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) administered a survey; the analysis of the responses are presented in this report.

Given the diverse approaches to assessment systems taken by different countries and economies in the Asia-Pacific region, the contextual factors are crucial for a meaningful study into the use of assessment for policy and learning improvements. While improvements made to policies and learning processes are generally positively perceived, it would be naïve to

overlook the side effects associated with assessments, particularly high-stake examinations. This report does not neglect this aspect of assessments, but also looks into how various stakeholders perceive such issues so as to present another perspective when considering assessments.

The interest in assessment issues is clearly growing. Other than an increasing trend seen in countries and economies of the Asia-Pacific region participating in international assessments, more and more countries are looking into a multi-level approach to assessment and shifting the focus towards classroom- and school-based assessments in order to mitigate the negative side effects of high-stake examinations. With these observations in mind, this report aims to give those working with assessment policies and practices something to think about, while at the same time providing empirical data to spark further research into related

issues, because assessment, simply said, does matter. This report, which is a work in progress, will be complemented and expanded through the establishment of a regional network on education quality monitoring, convened by UNESCO Bangkok in March 2013. Such a forum will ensure greater collaboration, knowledge sharing and research on issues of assessment and education quality monitoring generally.

The report is Discussion Document No. 1 in the *Education Policy Research Series*, published by UNESCO Bangkok. This series of publications aims to contribute to the debate around the most pressing education policy issues in the Asia-Pacific region, with an objective of supporting education policy reform in Member States. The documents in this series also contribute to the knowledge base of UNESCO Bangkok on education policy and reform issues.

Acknowledgements

This report is an analysis of the results from a survey administered by UNESCO Bangkok (Asia and Pacific Regional Bureau for Education) in 17 countries, as well as other relevant sources of information. We are grateful to the country experts who provided the insightful research, notably from: Australia – State of Victoria, Bhutan, Cook Islands, Iran, Kazakhstan, Kyrgyzstan, Lao PDR, Mongolia, Myanmar, Nepal, New Zealand, Palau, Philippines, Sri Lanka, Thailand, Tokelau and Uzbekistan.

The survey instrument used for country data collection and research was prepared by UNESCO Bangkok

project staff, while Prof Alexander Khoroshilov, from UNESCO's Institute for Information Technologies in Education (IITE) in Moscow helped to produce the Russian version of the survey.

Many colleagues in UNESCO Bangkok contributed to the conceptualization, review and finalization of this paper. Ms Sarah Tumen initiated and coordinated the project, with the support of Mr Hai Tiet. Ms Ramya Vivekanandan Rodrigues then took over the coordination and finalization of this paper together with Ms Stella Yu.

Members of the review team included Mr Gwang-Chol Chang, Ms Rachel McCarthy and Ms Kate Glazebrook. Several other individuals provided contribution in one way or another in the preparation and review of this paper, including Ms Ratchakorn Kulsawet, Ms Nalinrut Wongswangpanich, Ms Chikako Kitagawa, Mr Takaaki Kizu and Ms Wei Zhang.

List of Acronyms

<i>AL</i>	Advanced Level	<i>PILNA</i>	Pacific Islands Literacy and Numeracy Assessment
<i>ASLO</i>	Assessment of Student Learning Outcomes	<i>PIRLS</i>	Progress in International Reading Literacy Study
<i>EALAS</i>	East Asia Learning Achievement Survey	<i>PISA</i>	Programme for International Student Assessment
<i>EFA</i>	Education for All	<i>SABER</i>	Systems Approach for Better Education Results
<i>GAT</i>	General Aptitude Test	<i>TIMSS</i>	Trends in International Mathematics and Science Study
<i>GCE</i>	General Certificate of Education	<i>UIS</i>	UNESCO Institute for Statistics
<i>ICCS</i>	International Civic and Citizenship Education Study	<i>UNESCO</i>	United Nations Educational, Scientific and Cultural Organization
<i>IEA</i>	International Association for the Evaluation of Educational Achievement	<i>VCAL</i>	Victorian Certificate of Applied Learning
<i>IITE</i>	UNESCO Institute for Information Technologies in Education	<i>VCE</i>	Victorian Certificate of Education
<i>ISCED</i>	International Standard Classification of Education		
<i>LMTF</i>	Learning Metrics Task Force		
<i>MLA</i>	Monitoring Learning Achievement		
<i>NAPLAN</i>	National Assessment Program – Literacy and Numeracy		
<i>NCEA</i>	National Certificates of Educational Achievement		
<i>NEMP</i>	National Education Monitoring Project		
<i>OECD</i>	Organisation for Economic Co-operation and Development		
<i>OLO</i>	Observatory of Learning Outcomes		
<i>O-NET</i>	Ordinary National Educational Test		
<i>PAT</i>	Professional Academic Aptitude Test		
<i>PD</i>	Professional Development		

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1. Introduction

Assessment in education has a dual role: it is a measuring device as well as a management tool linking a number of educational policies. In its role as a measuring device, assessment can be used to measure educational outcomes and evaluate what a student learns or can do. As a management tool, assessment information can also be a powerful tool for key government institutions to improve student learning, reduce educational disparities and make reforms aimed at increasing the overall quality of education. However, assessments can also generate side-effects such as increased stress/workload or extra cost burden for families in the form of private tutoring. To better understand how assessments operate and their impact on policy and learning outcomes, UNESCO's Asia-Pacific Regional Bureau for Education (UNESCO Bangkok) initiated a survey to add to the existing knowledge in this regard. This initiative is guided by the Dakar Framework for Action, which spells out the six Education for All (EFA) goals (adopted at the World Education Forum in Dakar, Senegal, in April 2000), specifically Goal 6, which commits countries to improve all aspects of the quality of education. The purpose of this survey, which was administered by UNESCO Bangkok in late 2011, was to gain knowledge about student learning assessments applied in the Asia-Pacific region and to identify how these assessments are being used for policy and learning improvements. This survey also investigated stakeholder perceptions regarding unexpected side-effects of assessments, with the aim of understanding the source of such perceptions and how widespread they are in the region.

This initiative also aimed to further strengthen the findings of a pilot study known as the Systems Approach for Better Education Results (SABER), which was initiated by the World Bank and conducted in collaboration with UNESCO Bangkok in 12 countries in the region. The data collected through this survey will also enrich the ongoing UNESCO Institute for Statistics (UIS) initiative to establish a knowledge base on learning outcomes worldwide, known as the Observatory of Learning Outcomes (OLO), as well as the work of the Learning Metrics Task Force (LMTF), co-convened by UIS and the Brookings Institution.

Following this introduction, the methodology of the survey is presented. The subsequent sections discuss the survey responses: first, the findings on participation in international large-scale assessments, examinations and other national assessments in the region, followed by a discussion of the analysis of assessment data and the use of assessment results. The report then discusses perceptions in regard to the side effects of assessments and then concludes with an analysis of the data collected, discussion of major findings and recommendation of further activities in this area.

2. Methodology

The survey questionnaire covered international large-scale assessments, examinations and other national/sub-national assessments. Though examinations can be seen as a type of national/sub-national assessment, the survey defined examinations as assessments of

student learning specifically designed for the purposes of certifying or selecting students, whereas national/sub-national assessments are defined here as those assessments of student learning which are designed to describe the achievement of students in a curriculum area aggregated to provide an estimate of the achievement level in the education system as a whole, at a particular age or grade level. The latter can be administered to either a sample or population of students, whereas examinations involve testing of all students at the designated age or grade level. Classroom assessments, assessments of schools and system-level assessments were not within the scope of this study. Appendix 1 of this report presents the English version of the questionnaire sent to the Member States in the region, with the exception of Central Asian Member States, to which the Russian version of the survey was sent, prepared with the assistance of UNESCO's Institute for Information Technologies in Education (IITE).

The questionnaire covered basic questions on assessments and attempted to capture the changes in assessment systems since 2000. However, the main body of the questionnaire was dedicated to the dissemination and analysis of assessment data and interventions initiated and implemented using assessment results. An online version of the questionnaire was developed in both English and Russian. Respondents included officials from Ministries of Education and in some cases national experts in the field of education and assessment.

3. Survey participants

About one-third (17 out of 48 countries) of UNESCO's Asia-Pacific Member States responded to this survey, as follows:

- › Central Asia: Kazakhstan, Kyrgyzstan, Mongolia, Uzbekistan
- › East Asia and the Pacific: Australia (State of Victoria), Cook Islands, Lao PDR, Myanmar, New Zealand, Palau, Philippines, Thailand, Tokelau
- › South and West Asia: Bhutan, Iran, Nepal, Sri Lanka

4. International large-scale assessments

Although there has been much in the way of analysis in regard to the results of international large-scale assessments administered by organizations such as the Organisation for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of Educational Achievement (IEA),

there is little evidence on how countries use the results of these assessments, particularly in the case of the less-developed and/or non-English speaking countries in the Asia-Pacific. The following sub-sections discuss the involvement of countries in international large-scale assessments, which of these assessments countries find most influential and how the results of these assessments have been used in practice.

4.1 Participation in international large-scale assessments

This section of this report highlights the trends in participation in international large-scale assessments in the region—specifically for such assessments as the Programme for International Student Assessment (PISA) coordinated by the OECD and the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS), both coordinated by the IEA.

There is an increasing interest among Asia-Pacific countries in well-known international assessments which include PISA, TIMSS and PIRLS. In 2000, at the beginning of the millennium, six countries from the

region were actively involved in these assessments; they were Australia, Indonesia, Japan, New Zealand, Republic of Korea and Thailand. At the end of the decade, the number of countries in the Asia-Pacific region that participated in PISA (2009), TIMSS (2007) and PIRLS (2006) increased to 17, 15 and 7 respectively. Other countries such as China, Iran, Kazakhstan, Kyrgyzstan, Malaysia and Philippines are increasingly becoming more involved in international large-scale assessments.

Table 1 summarizes the participation in well-known international assessments by sub-region, while the breakdown of participation by country can be found in Appendix 2 of this report.

Table 1: Summary of participation in PISA, TIMSS and PIRLS by sub-regions

UNESCO Sub regions	PISA					TIMSS					PIRLS		
	2000	2003	2006	2009	2012	1995	1999	2003	2007	2011	2001	2006	2011
Central Asia	1	2	3	4	3	1	2	1	4	3	2	1	1
East Asia and the Pacific	4	8	9	12	13	9	11	10	10	10	3	5	6
South and West Asia	0	0	0	1	0	1	1	1	1	1	1	1	1
Total	5	10	12	17	16	11	14	12	15	14	6	7	8

The majority of the countries that participated in the survey participated in well-known international assessments. However, there are a few countries that also took part in other international assessments. These countries include Cook Islands, Mongolia, Myanmar and New Zealand. Table 2 lists the participation in international large-scale assessments other than PISA, TIMSS and PIRLS based on the responses from Member States.

Table 2: Participation in other international large-scale assessments since 2000 (other than PISA, TIMSS and PIRLS)

Country	Other International large-scale Assessments other than PISA, TIMSS and PIRLS	Year of participation
Cook Islands	Pacific Islands Literacy and Numeracy Assessment (PILNA)	2011
Mongolia	Monitoring Learning Achievement (MLA)	2000
	Primary education learning achievement survey	2005
Myanmar	East Asia Learning Achievement Survey (EALAS)	2005
New Zealand	International Civics and Citizenship Education Study (ICCS)	2008

Notes: All of the countries which are not noted above indicated no participation in other international large-scale assessments other than PISA, TIMSS and PIRLS. The Philippines did not give a response.

4.2 Influential international large-scale assessments

Member States were asked to identify the most influential international assessment in which they took part. The term “most influential” was not defined, and it was left to respondents to determine for themselves

which international assessment they considered to be the most influential for their country. Table 3 below contains the responses from survey participants on questions 2-4, which asked the countries to identify the most influential international large-scale assessment in which they took part, the year(s) when these assessments have been administered and the International

Standard Classification of Education (ISCED) level that they covered. For the purpose of this survey, the 1997 ISCED scale was used¹.

¹ At present, UIS applies the 2011 ISCED scale. More information is available here: <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

Table 3: The most influential international large-scale assessments

Country	International Assessment	Years	ISCED level(s)
Australia	PISA	2000, 2003, 2006, 2009	ISCED 3
New Zealand	PISA	2000, 2003, 2006, 2009	ISCED 3
Cook Islands	Pacific Islands Literacy and Numeracy Assessment (Pilot)	2011	ISCED 1
Iran	TIMSS and PIRLS	1995,1999,2003,2007,2008, 2011 (TIMSS); PIRLS 2001,2006 and 2011	ISCED 1, 2 and 3
Kazakhstan	TIMSS and PISA	2007,2008 and 2011	ISCED 1, 2 and 3
Kyrgyzstan	PISA	2006 and 2009	ISCED 3
Mongolia	TIMSS and PIRLS (Pilot)	2010	ISCED 1 and 2
Myanmar	East Asia Learning achievement Survey (EALAS)	2005	ISCED 2
Thailand	TIMSS and PISA	2009 and 2011	ISCED 1, 2 and 3

Notes: Bhutan, Lao PDR, Nepal, Palau, Sri Lanka, Tokelau and Uzbekistan indicated that there was no participation in international large-scale assessments. The Philippines did not give a response.

In the case of Australia (State of Victoria), PISA was identified as being the most influential international assessment although the country equally and actively participated in TIMSS and recently in PIRLS. Similarly, New Zealand reported that its participation in PISA has been the most influential compared to TIMSS and PIRLS in which the country participated actively in all years. Other countries indicated that all well-known international large-scale assessments have been equally “most influential” in their contexts. Mongolia and Cook Islands indicated that even though they have participated in pilot studies only, these studies have been influential.

4.3 Information dissemination

The dissemination of countries’ involvement and results of international large-scale assessments provides insight on whether countries are open to self-criticism, promote transparency and involve various stakeholders. Furthermore, a general assumption can be made that countries that take part in international large-scale assessments are interested in analyzing the performance of their education system as well as open to sharing such results.

Table 4 provides the dissemination methods of results from international assessments as indicated by the

survey respondents. Almost all countries involved in the survey that participated in large-scale assessments indicated that national reports and summaries/presentations were made and/or distributed to key stakeholders. The survey results indicated that most of the countries made their national report available online, presenting the results of their country in relation to other participating countries. In the case of Mongolia, the country was involved in a pilot of TIMSS and PIRLS in 2011, which would explain why the results were not made public. Not all countries organized a press release regarding their results except for New Zealand, Australia (State of Victoria), Kyrgyzstan and Thailand.

Table 4: Dissemination method of country’s results from international assessment

Country	Iran	Kazakhstan	Kyrgyzstan	Mongolia*	Myanmar	New Zealand**	Thailand	Victoria (AUS)	Total (8)
National report available online	✗	✗	✗			✗	✗	✗	6
National report to key stakeholders	✗	✗	✗	✗	✗	✗	✗	✗	8
International report to key stakeholders			✗	✗	✗	✗	✗	✗	6
Press release			✗			✗	✗	✗	4
Summary/brochures or presentations made/given to key stakeholders	✗	✗	✗	✗		✗	✗	✗	7
Conferences / seminars organized for stakeholders	✗		✗	✗	✗	✗	✗		6
Feedback to schools/educators			✗			✗	✗	✗	4

Notes: *Responses are based on pilot study; **New Zealand reported that it uses results from international assessment results for ongoing analysis and reporting. Cook Islands piloted PISA but results are not yet available. Bhutan, Palau, Tokelau, Uzbekistan, Nepal, Lao PDR and Sri Lanka did not participate in international assessments, while the Philippines did not give a response.

Furthermore, most countries also made available the international reports authored by the respective counterparts (i.e., OECD for PISA and IEA for TIMSS/PIRLS) to key stakeholders—although the summary of such results by countries are made publicly available online (mostly in English). Noting that providing feedback to schools and educators based on the results on such international assessments is important in order to stimulate analysis, thinking and dialogue in this area, only Australia (State of Victoria), New Zealand, Kyrgyzstan and Thailand reported that they provide feedback to schools and educators.

5. Examinations

Countries that systematically collect national data on examinations and assessments are better equipped to develop evidence-based policies (Kellaghan et al., 2009; Wagner, 2011). For developing countries in the region, improving

their education information and management system and building the capacity to analyze and synthesize their assessment results effectively have been challenging tasks (Ho, 2012; Kellachan et al., 2009). Yet, compared with data from international assessments which are usually based on a representative sample of students and schools, national data on student performance on examinations can be a powerful and effective tool for policy-makers.

In the survey, Member States were asked to provide basic information about their examinations since 2000, such as approximate age of students examined, the first year that the examination was administered, frequency and purpose of the examination, etc. (see question 8 in Appendix 1). However the main questions and focus of the survey were around determining whether countries had major reforms in their examinations systems since 2000, what are the most influential examinations as well as to understand how the results are synthesized and used in practice. This section of this report aims to provide the answers to some of these questions.

5.1 Current examination systems and their purpose

Assuming the status quo, where Member States in the region do not reform their examination systems, an attempt was made to map and identify at what approximate age a hypothetical cohort of students who started schooling in 2011 undergo examinations in different countries. Figure 1 illustrates the approximate ages when students sit for national examinations. However, this figure does not demonstrate how many examinations will be sat for by students as the number of subjects and frequency of tests can vary from country to country. It is impossible to precisely count how many tests on how many subjects a hypothetical student will sit for throughout their educational journey from primary to the end of secondary schooling, as many countries provide students with a variety of subjects to choose from. However, Figure 1 can provide some understanding about the expectations of education systems in different countries in the region.

Figure 1: The approximate ages when students sit for national examinations in the Asia-Pacific region

Country	Age												
	5	6	7	8	9	10	11	12	13	14	15	16	17+
Bhutan												✓	
Cook Islands				✓	✓						✓	✓	✓
Iran							✓	✓	✓	✓	✓	✓	
Kazakhstan											✓	✓	✓
Kyrgyzstan							✓	✓	✓	✓	✓	✓	
Lao PDR						✓				✓			✓
Mongolia*					✓	✓	✓			✓	✓	✓	✓
Myanmar			✓	✓	✓	✓	✓	✓	✓	✓	✓		
Nepal			✓			✓			✓		✓	✓	
New Zealand											✓	✓	✓
Palau		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
Philippines		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Sri Lanka						✓	✓					✓	
Thailand		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tokelau			✓	✓		✓	✓				✓	✓	
Uzbekistan					✓	✓	✓	✓	✓				✓
Victoria (AUS)													✓

Key: Primary Lower Secondary (Or equivalent) Middle Secondary Upper Secondary (Or equivalent)

Notes: The key provides approximations for age and subsector boundaries. These are given due to variations of regulations in school entry time/ages and structures of education systems. Ticks indicate the age when students sit for national examinations. *As of 2011, Mongolia's education structure was going through a period of transition.

Figure 1 clearly indicates that in some countries students are being tested more often than in other countries. If it can be generalized, there is a group of countries that have examinations mainly at the upper secondary level. These countries include Australia (State of Victoria), Kazakhstan and New Zealand. There is then also a group of countries where students are being tested just before or after transition from primary to lower secondary (middle or basic secondary), from lower secondary to upper (higher or senior) secondary and at the end of upper secondary education. Such countries include Bhutan, Lao PDR, Thailand and Tokelau. Overall, Central Asian countries such as Kazakhstan, Kyrgyzstan, Uzbekistan and Mongolia from Northeast Asia have a relatively “heavy”

examination system. For example, in Kyrgyzstan students have to sit examinations annually starting from age 10 or grade 5. In Palau and the Philippines, students are tested starting from grade one. Similarly in Myanmar students have to sit examinations every year starting from grade 3.

To note, the results of the survey indicate that more work is needed to understand the assessment systems of different countries in the region. In this regard, the UNESCO Institute of Statistics (UIS) initiated the Observatory of Learning Outcomes (OLO), with the aim to systematically collect information on assessments in Member States and to create a global database of information on assessment systems.

5.2 Changes in examination systems since 2000

Although not a primary objective of this survey, information regarding reforms in examination systems was collected. Table 5 lists the countries that participated in the survey which provided information about the reforms in their national examination systems since 2000.

Table 5: Changes in the examination system since 2000

Country	Reforms since 2000	Description
Bhutan	Yes	Introduced two examinations for grade 10 (Bhutan Certificate Examination Class X) in 2001 and grade 12 (Bhutan Certificate Examination Class XII) in 2006
Cook Islands	Yes	Introduced new secondary school assessment system in 2002 and examination for grades 4 and 6 in 2008
Iran	No	Most of the current exams were introduced prior to 2000
Kyrgyzstan	Yes	Introduced transitional examinations in grades 5-8 and 10
Lao PDR	Yes	Introduced Assessment of Student learning Outcomes (ASLO) in 2006
Mongolia	Yes	Made revisions in all national examinations in 2010
Myanmar	Yes	Introduced Matriculation Examinations in 2002
Nepal	Yes	Introduced transition examinations to promote students from primary to lower secondary education and from lower secondary to upper secondary education in 2003
New Zealand	Yes	Introduced National Certificates of Educational Achievement (NCEA) as the main secondary school qualifications between 2002-2004
Palau	Yes	Introduced quarterly assessments in 2005 and Palau English Reading Assessment in 2007
Philippines	Yes	Introduced National Achievement Test for Elementary Level and administered to 6th grade students
Sri Lanka	No	All examinations that are in place were introduced in the 1940s, 1950s and 1960s
Tokelau	Yes	Introduced Tokelau Achievement and Progress Assessment Literacy and Numeracy examination for grades 4 and 6 in 2010
Victoria (AUS)	Yes	Introduced Victoria Certificate of Applied Learning (VCAL) in 2002

Notes: *Kazakhstan and Uzbekistan did not give a response.*

According to Table 5, most countries that responded to the survey either introduced new examinations targeting students in specific grades or learning areas with few exceptions. Iran and Sri Lanka did not reform their examination systems since 2000. In Iran, most of the current examinations were introduced prior to 2000, and in Sri Lanka the current examinations date to the 1940s, 1950s and 1960s. The reforms in developed countries in the Pacific are slightly different from reforms that have been introduced by other countries in the region. For example, New Zealand moved from norm-based assessments to comprehensive standard-based assessment, which incorporates both academic and vocational components of learning. The reforms in Australia started prior to 2000. For example, in the state of Victoria, an assessment of student

learning outcomes highlighted poor senior secondary outcomes for many students, in response to education and learning needs identified by the Kirby Report (Kirby et al., 2000).

5.3 Most influential examinations

More than half of the countries which responded to the survey considered examinations that determine both entrance to post-secondary, non-tertiary education and graduation from upper secondary education as the most influential examinations in their country. These countries include Australia (State of Victoria), Bhutan, Kyrgyzstan, Myanmar, New Zealand, Philippines, Sri Lanka and Uzbekistan (see Table 6). Cook Islands, Iran, Lao PDR, Mongolia and Tokelau

indicated that the examinations that determine graduation from upper secondary are the most influential assessments in their countries. Nepal and Thailand indicated that their examinations that determined entrance to post-secondary, non-tertiary education as the most influential examinations in their countries, whereas for Palau it was the Palau Achievement Test, the annual examination for grades 4, 6, 8, 10 and 12. As a note, as with international large-scale assessments, the definition of “most influential” was determined by the survey respondents.

Table 6: The most influential examinations reported by survey participant countries

Country	Name of examination	Graduation from upper secondary education	Entrance to post-secondary non tertiary education	Both	Other uses of the examination
Bhutan	Bhutan Higher Secondary Certificate Examination (Class XII)	✗	✗	✗	Entry to Training Colleges
Cook Islands	National Certificate in Education Achievement	✗			
Iran	Entrance of university examination (Konkor)	✗			
Kyrgyzstan	Republican wide testing	✗	✗	✗	
Lao PDR	Final exam for upper secondary education	✗			
Mongolia	9th grade graduation exam	✗			
Myanmar	Matriculation examinations	✗	✗	✗	
Nepal	Higher secondary Education Board		✗		
New Zealand	National Certificate in Education Achievement	✗	✗	✗	
Palau	Palau Achievement Test				Student performance in core content areas
Philippines	Accreditation and Equivalency Test (Secondary Level)	✗	✗	✗	
Sri Lanka	General Certificate of Education (Advanced Level) GCE(AL)	✗	✗	✗	Certificate of middle level employment
Thailand	General Aptitude test and Professional Academic and Aptitude test (GAT/PAT)		✗		
Tokelau	Examinations to University of South Pacific pre degree	✗			
Uzbekistan	Entry examination to higher education institutions	✗	✗	✗	
Victoria (AUS)	Victorian Certificate of Education (VCE)	✗	✗	✗	
Total (16)*		13	10	8	

Notes: *Calculation excludes Kazakhstan, which did not give a response.

In some countries, one examination can determine both the graduation from secondary education and the entrance to post-secondary education. These countries may or may not have a separate examination to enter tertiary education institutions. For example, in Australia (State of Victoria) and New Zealand, the performance of students on examinations at the upper secondary level is used towards the fulfillment of higher education entrance requirements. In some countries, in order to qualify for entrance to higher education institutions, entrance exams are organized by higher education institutions which rank students on their performance. Therefore, survey responses are highly contextual to the country, and caution must be exercised when reviewing such responses.

6. Other national/sub-national assessments

This survey also covered national/sub-national assessments other than examinations. Usually these tests are administered on a selected representative sample or an entire population of students of a particular grade or grades. The respondents were asked to provide basic information about these assessments, identify the most influential national/sub-national assessment

and answer questions about their use for policy and learning improvements.

6.1 National/sub-national assessments

Survey respondents were also asked to provide basic information about the national/sub-national assessments that have been organized in their countries since the beginning of 2000. Appendix 3 in this report provides the name of the assessment, the year(s) when the assessment was administered and its frequency. Most of the countries which participated in the survey had one to four national assessments conducted since 2000 with exception of four countries: Nepal, Myanmar, Palau and Tokelau. To some extent, this suggests the increasing interest and focus of Member States on the quality of education provided or perhaps on measuring and improving sector-wide performance and accountability.

Results of the survey indicated that there are a number of Member States that have regular national/sub-national assessments in place. Appendix 3 of this report presents the national/sub-national assessments that took place in Member States since 2000. Most of the assessments in place in Member States are conducted every three years. However, there are a number of countries that conduct national assessments on an

annual basis or ad-hoc basis. For example, every year since 2004, Uzbekistan conducted the assessment “Monitoring the educational achievement of school and college leavers.” Mongolia had two national assessments that took place in 2007 and 2008. Iran undertook the “Assessment of language achievement” in 2000 (see Appendix 3).

6.2 Most influential national/subnational assessments

Survey participants have been asked to indicate which national/sub-national assessment they considered to be most influential. Table 7 presents the name of the assessment, the year in which it has been administered and ISCED level that it covers.

Table 7: Most influential national/sub-national assessments that have taken place since 2000

Country	Name of assessment	Year	ISCED level
Bhutan	National Education Assessment Class VI Literacy and Numeracy	2003	Level 2
	National Education Assessment Class VI Dzongkha	2005	Level 2
	National Education Assessment English and Mathematics	2007	Level 3
Cook Islands	Literacy assessment	2008	Level 1
Iran	Entrance of university examination	Every year	Level 3
Kazakhstan	General National Testing	2004	Level 3
Kyrgyzstan	National assessment of educational achievement of students	2006 and 2008	Level 1 and 2
Lao PDR	Assessment of Student Learning Outcomes (ASLO)	2006 and 2009	Level 1
Mongolia	Basic education learners achievement	2007	Level 2
Myanmar	Matriculation examinations	2002	Level 3
Nepal*	National assessment of grade 5 students	2008	Level 1
New Zealand	National Education Monitoring Project (NEMP)	1995-2010	Level 2
Philippines	National Achievement Test for Elementary Level	No response	Level 2
Sri Lanka	National Assessment of Pupils of Sri Lanka	2003, 2007 and 2009	Levels 1 and 2
	National Assessment of Pupils of Sri Lanka	2005 and 2008	Level 2
	National Assessment of Pupils of Sri Lanka	2005	Level 2
Thailand	Ordinary National Educational Test (O-NET)	Every year	Levels 1, 2 and 3
Uzbekistan	Testing for entrance to higher education	every year since 1992	Level 3
Victoria (AUS)	National Assessment Program – Literacy and Numeracy (NAPLAN)	2008, 2009, 2010, and 2011	Level 1 and 2

Notes: *Response from national expert was used in lieu of government response; **Calculation excludes Palau and Tokelau which did not report any such assessment.

Some countries like Bhutan and Sri Lanka considered all national assessments which they undertook to be equally important. There is no apparent trend identified on the coverage of these assessments. In some

countries the most influential national assessment identified covered both ISCED levels 2 and 3, whereas in some countries it covered levels 1 and 2 and others only level 3.

Survey respondents were asked to indicate the purpose of these most influential national/sub-national assessments. Table 8 below summarizes the responses from Member States.

Table 8: The purposes of the most influential national/sub-national assessments

Purposes of national /sub-national assessments	Bhutan	Cook Islands	Iran	Kazakhstan	Kyrgyzstan	Lao PDR	Mongolia	Myanmar	Nepal*	New Zealand	Philippines	Sri Lanka	Thailand	Uzbekistan	Victoria (AUS)	Total (15)**
For policy design or decision making	X	X			X	X	X	X	X	X	X	X	X	X	X	13
For policy or programme evaluation	X	X	X		X		X	X	X	X	X	X	X	X	X	13
Monitoring education inequalities	X	X	X					X		X	X	X	X		X	9
Monitoring education quality	X	X	X	X	X		X	X	X	X	X	X	X	X	X	14
Promoting competition among schools, orient demand and school choice								X						X		2
School accountability								X					X		X	3
Student accountability				X				X					X			3
Teacher accountability						X		X							X	3
There are no official purposes /uses of the assessment			X			X										2
To provide support and guidance to underperforming schools and teachers	X	X	X	X	X			X			X				X	8
To support teachers by providing pedagogically relevant information	X	X	X	X				X	X	X	X	X	X	X	X	12

Notes: *Used the responses submitted by the national expert rather than Ministry officials; **Calculation excludes Palau and Tokelau, which reported no such assessment.

Monitoring educational quality, policy formulation and evaluation were some of the main purposes of the most influential national/sub-national assessments as indicated by most of the countries. Providing support to teachers by providing pedagogically relevant information, providing support and guidance to

underperforming schools and monitoring educational inequalities were also common answers provided by the Member States. It was apparent that school, student and teacher accountability and promoting competition among schools were not common purposes for national/sub-national assessments (see Table 8).

The survey respondents were also asked to note which areas these national/sub-national assessments measure, and Table 9 below presents the answers to this question.

Table 9: Aspects measured in most influential national/sub-national assessments

Country	Bhutan	Cook Islands	Iran	Kazakhstan	Kyrgyzstan	Lao PDR	Mongolia	Myanmar	Nepal*	New Zealand	Philippines	Sri Lanka	Thailand	Uzbekistan	Victoria (AUS)	Total (14)**
Intellectual abilities of students	✗					✗	✗	✗	✗	✗				✗		7
Knowledge beyond curriculum	✗								✗	✗					✗	4
Knowledge of curriculum	✗		✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	14
Student interest and attitudes towards subject area	✗		✗		✗	✗			✗	✗				✗		7
Study skills	✗		✗		✗		✗	✗	✗			✗		✗	✗	9
Other, please specify		Literacy														

Notes: *Used the responses submitted by the national expert rather than Ministry officials; **Calculation excludes Palau and Tokelau which reported no such assessment.

All countries except the Cook Islands indicated that their most influential assessment measured the knowledge attained against the curriculum. The Cook Islands indicated that its most influential assessment measures literacy levels, which although not against curriculum standards, can be interpreted as a method in measuring knowledge. Australia (State of Victoria), Bhutan, Nepal and New Zealand indicated that their national assessments also measure knowledge beyond the standards of the curriculum (see Table 9)

7. Analysis of assessment data

One of the purposes of this study was to find out how countries use their assessments results and what type of analysis is conducted. This would give some indications as to whether the countries are fully utilizing their assessment data. This section will provide a brief overview of (i) the type of data that is commonly collected by Member States; (ii) the type of statistical analysis that is commonly used in the respective education sector within the country and (iii) questions that are commonly asked by researchers and policymakers.

Depending on the level of government, administrative and management structure of the education sector in each country, the data on assessment available for policy-makers can vary. It can span from the lowest disaggregated data on assessment results of each individual student on each subject at a specific point in time to aggregated assessment data at school, regional or national level. Over the past two decades there has been

significant movement towards the collection of better and richer data on student assessment, especially since there has been a clear movement from using aggregated school level achievement data to disaggregated student level data (UNESCO, 2011).

The hierarchical structure of educational data with students nested in classrooms, classrooms nested in schools and schools nested in sub-regions/regions have been also widely acknowledged by education researchers (Bryk and Raudenbush, 1992; Goldstein, 1995; Kreft and de Leeuw, 1998; Longford, 1993; Snijders and Bosker, 1999). The methodologies employed in analyzing education data have evolved too; from simple pivot, league tables to sophisticated statistical techniques like multinomial regressions, hierarchical and multilevel modeling (Kreft et al., 1994).

Depending on what information has been collected, the following typical questions can be answered from the analysis of assessment data.

- (i) What is the performance of specific group(s) of students? How wide/narrow is the gap in achievement of students of different genders, ethnic and socioeconomic backgrounds?
- (ii) What are the profiles of students who are performing or underperforming?
- (iii) What is/are the progress of specific group(s) of students?
- (iv) What are the effects of gender, ethnicity and other demographic characteristics of students on the achievement of students?

- (v) What are the implications of demographic factors for students?
- (vi) How did some specific group(s) of school(s) perform? What is the variance in achievement across different schools?
- (vii) What are the profiles of the schools that are performing or underperforming?
- (viii) What are the effects of school factors on achievement of students?
- (ix) What are the value-added effects of the schools?
- (x) What was the overall performance of all students on specific subjects or learning areas?
- (xi) What are the determinants of better/poor performance on specific subjects or learning areas?
- (xii) What are the profiles of under/over-performing students on specific subjects or learning areas?
- (xiii) What is the average achievement level of the country and by specific geographical areas and regions?
- (xiv) What is the overall national progress?

Once again, depending on the type, extent and variety of data collected, the following statistical analysis can be made available. Some commonly-used analyses by researchers and policymakers are briefly described below.

- (i) Simple frequency, pivot tables present the performance of specific groups of students/schools or overall regional/national performance and are often referred to as cross-sectional analysis. Such types of analysis present a snapshot picture of overall student achievement at a specific point in time and are commonly used among

policymakers. One of the greatest advantages of such analysis is that it can be produced in a short period of time; however, it is known to mask the variances in student achievement.

- (ii) A more advanced analysis can involve linear/nonlinear simple or multiple regression analysis, where the causal association between student or school factors and student achievement can be tested or the effect of these factors can be used to estimate or forecast achievement level of students. Regression analysis on cross-sectional data also presents the effects of various factors at a specific point in time.
- (iii) Longitudinal analysis is the study of a population over time, as opposed to cross-sectional analysis. Such analysis uses the assessment data for the same students at different points in time. One of the great benefits of having longitudinal data is the ability to do value-added analysis which allows estimating value-added impact(s) of student, school or teacher factors, while controlling for previous student outcomes or by making comparison among students with the same prior outcomes.

In this study the respondents have been provided with options as to whether snapshot (cross-sectional) or progress (longitudinal) analysis has been conducted for specific groups of students, schools or at national level. The analysis conducted and made available to the public based on the results from international large-scale assessments, examinations and other national assessments is presented in the following subsections.

7.1 Results from international assessments

Organizations that administer international assessments such as OECD for PISA and IEA for TIMSS and PIRLS make the metadata for each participating country available online to the general public. Data from international large-scale assessments provide rich information and arguably serve as an important database for countries with underdeveloped education management and information systems. For example, PISA 2009 included questionnaires from students, schools and parents as well as questionnaires on use of information communication technology, career and reading for school. This collection of data provides for great potential in analyzing information, for example, on students' backgrounds, socio-economic statuses and other student level factors, which are essential in understanding the variances in student performances within the school, across schools, regions within the country and across different countries (OECD, 2011).

The survey respondents were asked to indicate what analysis is being made public and which analysis has been conducted at different levels of governance. The results of the survey are presented in Table 10. The results indicate that all countries that participated in international large-scale assessments present snapshot analyses of specific groups of students, which refers to analyses or presentations of student achievements/performance at a specific point in time. These groups can include, but are not limited to, different genders, ethnic or socioeconomic backgrounds.

Most countries, except Kazakhstan, New Zealand and Thailand, reported that they presented the performance of specific groups of schools. There are several possibilities why Kazakhstan, New Zealand and Thailand did not present results by specific groups of schools. One possibility is that there is no need or demand for such information, or it is possible that their respective ministries did not want to publically release the information to avoid unnecessary speculations. For example, there is the anecdotal evidence that Japan does not report on performance of individual schools in order to avoid the unnecessary competition among schools that can increase stress among students and educators. Nonetheless, such presentation of results is also considered basic descriptive statistical reporting, which can be misleading unless student and school factors are controlled through more rigorous analysis. This is because some schools due to location or some other factors can have a concentration of low-performing or disadvantaged students, which may affect the overall performance of the school.

Most countries that participated in the survey, with the exception of Iran, reported publishing snapshots of national performance. To note, the release of international results is already a presentation of country performance, which is a snapshot analysis of national performance. However, countries can further analyze and release more detailed information about the country's overall performance.

Table 10: Analysis of international assessment data that has been made public

Country	Iran	Kazakhstan	Kyrgyzstan	Mongolia	New Zealand	Thailand*	Uzbekistan	Victoria (AUS)	Total (8)**
Snapshots of specific group(s) of students	✗	✗	✗	✗	✗	✗	✗	✗	8
Snapshots of specific group(s) of schools	✗		✗	✗			✗	✗	5
Snapshot of national performance		✗	✗	✗	✗	✗	✗	✗	7
Progress of specific group(s) of students over time	✗		✗		✗		✗	✗	5
Progress of specific group(s) of schools over time	✗		✗				✗	✗	4
Progress of national performance over time		✗	✗	✗	✗	✗	✗	✗	7
Analysis at National level	✗	✗	✗	✗	✗		✗	✗	7
Analysis at regional level							✗		1
Analysis at other levels	✗			✗			✗	✗	4

Notes: *Thailand reported its analysis on PISA in 2009, even though the most recent international assessment it administered was TIMSS in 2011; **Calculations exclude Bhutan, Cook Islands, Lao PDR, Myanmar, Nepal, Palau, Philippines, Sri Lanka and Tokelau.

When countries participate in international large-scale assessments at least more than once, the results of international assessments can be used to monitor the progress of specific groups of students, schools or overall national performance. Since international assessments measure performance of specific samples of student cohorts (for example, 15 year-olds for PISA, Grade 4 and 8 students for TIMSS and Grade 4 students for PIRLS) each time an assessment is administered, it is possible to compare the progress of specific groups of students given that the sample of students

that participated in the assessments are comparable. All countries which have participated in international assessments more than once indicated that they report on the progress of specific groups of students except Kazakhstan. Mongolia also indicated that it does not release progress results of specific groups of students, but this is because the country did not have any data that would allow such type of analysis to be presented.

If countries consistently select the same schools for participation in international large-scale assessments,

it is possible to match school data from the same assessments and measure the overall progress of the schools. However for such an exercise, the differences in the sample of the students of the same school representing different cohorts have to be taken into consideration. Kazakhstan, Mongolia, New Zealand and Thailand do not publish the progress for specific groups of schools.

If countries participated in the same international assessment more than once, it is easy to review the

national progress, especially when organizers of these international assessments make the results of each country available. Only Iran indicated that the progress of national performance is not made public to national stakeholders.

The survey results also indicated that all of the countries conduct analysis at the national level. Some countries, such as Uzbekistan, analyze assessment data at the regional level. Analysis of assessment data at different levels of government or administration depends entirely on the structure of the country's education system. For example, in New Zealand, although the country is administratively divided into regions, schools are centrally managed by the Ministry of Education, which has implications for how the country not only selects the sample of schools for international assessments, but also how it analyzes its assessment results.

7.2 Examinations

In some countries the examination results are one of the main data sources on educational attainment and used for policy decision-making and government reporting, especially for countries that have not been involved in international large-scale assessments. This section presents the analysis that has been made public by Member States based on examination results.

Table 11 below presents the responses of Member States on the use of examinations results. Except Lao PDR and Nepal, the Member States which responded to this survey indicated that the results based on the snapshot analysis of specific groups of students are made available to the public. Snapshot analysis for specific groups of schools is made public by most Member States except Lao PDR, Nepal, Philippines, and Thailand (see Table 11).

Although all countries indicated that they conduct snapshot analysis, not all countries report on the results on progress made by students and schools. Australia (State of Victoria), Iran, Kyrgyzstan, Mongolia, Nepal, Palau, Philippines and Thailand do not present the progress made by students and schools although they present snapshot analysis. This suggests that these countries are more likely to limit the analysis to the presentation of simple descriptive analysis without measuring the progress made by students or schools. It is apparent from Table 10 that all countries present the progress at the national level, which is not sufficient to develop specific policies and interventions to improve the level of educational attainment especially for underperforming groups.

Table 11: Analysis of examination results that have been made public

Analysis of Examination Results	Bhutan	Cook Islands	Iran	Kazakhstan	Kyrgyz Republic	Lao PDR	Mongolia	Myanmar	Nepal*	New Zealand	Palau	Philippines	Sri Lanka	Thailand	Tokelau	Uzbekistan	Victoria (AUS)	Total (17)
Snapshots of specific group(s) of students	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	15
Snapshots of specific group(s) of schools	X	X	X	X	X		X	X		X	X		X		X	X	X	13
Snapshot of national performance	X		X	X			X	X		X	X	X	X	X		X		11
Progress of specific group(s) of students over time	X	X	X							X						X		5
Progress of specific group(s) of schools over time	X	X	X	X				X		X			X		X	X		9
Progress of national performance over time	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16
Analysis at national level	X	X		X	X		X	X	X	X	X	X	X		X	X		13
Analysis at regional level	X	X		X				X	X			X				X	X	8
Analysis at other levels			X			X						X				X		4

Notes: *Response from national expert was used in lieu of government response.

The survey responses indicated that all countries conduct analysis at the national level; however, only Australia (State of Victoria), Bhutan, Cook Islands, Kazakhstan, Nepal and Uzbekistan report on education attainment at the regional level. As mentioned above, the analysis of assessment data at different levels of government or administration depends entirely on the

structure of the country's education system and hence should be interpreted in the context of each country. Furthermore, Iran, Lao PDR, Philippines and Uzbekistan also reported that they analyze and report not only at national and regional levels but also at other levels without indicating whether it is district, school or other geographical and administrative levels.

7.3 Other national/sub-national assessments

Information collected through national/sub-national assessments can be different from the information collected through examinations. The differences may mainly be due to scope and coverage. In some countries, national assessments are conducted on

representative samples of the population, and in some countries, this can comprise an entire cohort of students. In comparison, the data collected through examinations can include an entire cohort of students from a particular grade. Examinations can cover

certain subjects that can be very different from subjects selected for assessments. Furthermore, information collected from national assessments can be substantial given that data from teachers and other education managers are also usually collected. Table 12

below presents the analysis and results that are made available based on the results of the most influential national/sub-national assessment.

Table 12: Analysis of national/sub-national assessment results that have been made public

Country	Bhutan	Cook Islands	Iran	Kazakhstan	Kyrgyzstan	Lao PDR	Mongolia	Myanmar	Nepal*	New Zealand	Philippines	Sri Lanka	Thailand	Uzbekistan	Victoria (AUS)	Total (17)
Snapshots of students	X	X	X	X	X		X	X	X	X	X	X		X	X	13
Snapshots of schools	X	X	X	X	X		X	X				X		X	X	10
Snapshot of national performance	X	X	X	X	X		X	X	X	X	X	X	X	X	X	14
Progress of students over time	X	X		X						X		X		X	X	7
Progress of schools over time	X	X		X				X				X		X	X	7
Progress of national performance over time	X	X	X	X		X		X	X	X	X	X	X	X	X	13
Analysis at National level	X	X	X	X	X	X	X		X	X		X		X	X	12
Analysis at regional level	X	X	X	X					X					X		6
Analysis at other levels			X											X	X	3

Notes: *Response from national expert was used in lieu of government response; **Calculation excludes Palau and Tokelau which reported no such assessment.

According to Table 12, the snapshot analysis for specific groups of students and overall national performance was released by almost all countries that had national/sub-national assessments with the exception of Lao PDR. A significant proportion of countries that had national/sub-national assessments analyzed and presented snapshot results for specific groups of students and schools, whereas only half of the countries indicated that they reported on the progress made by specific groups of students and schools. Due to the irregularity of national assessments and variation in scope and coverage, some countries do not have comparable data to assess the progress of specific groups of students or schools; therefore, these findings should be carefully interpreted, while taking into account the development of each country with respect to national/sub-national assessments.

8. Use of assessment for policy and learning improvements

One of the main objectives of this survey was to find out how Member States use various assessments for policy formulation and other interventions and initiatives in practice. After the most influential assessments were identified, respondents were asked to indicate whether certain activities were initiated or held based on the results of these assessments. Specifically, survey participants were asked to indicate whether their participation in assessments resulted in the review of/change in curriculum, specific intervention programmes, professional development activities or organization of seminars or conferences and feedback to students. This section will present the use or implications from the most influential international large-scale assessments, examinations and other national/sub-national assessments with the objective of contributing to the existing knowledge in this field.

8.1 Use of results from the most influential international large-scale assessment

For some countries, participation in international assessments did not have a direct impact. This was the case for Australia (State of Victoria), New Zealand and Thailand (see Table 13). Specifically, Australia (State of Victoria) indicated that its participation in PISA did not have direct impact on the above-mentioned activities; similarly New Zealand indicated that its participation in PISA had some indirect effect on review of or change in curriculum and professional development of teachers, as well as organization of seminars and conferences for policy makers and/or researchers. Thailand also made a comment that intervention programmes and professional development of teachers would happen even without participating in large-scale international assessments, and that it would not recognize the direct influence of large-scale international assessment.

Table 13: The activities following the results of the most influential international large-scale assessment

Country	Kazakhstan	Kyrgyzstan*	Mongolia	Myanmar	Iran	New Zealand**	Thailand***	Victoria (AUS)	Cook Islands	Total (9)
Review of or changes to curriculum	✗	✗	✗		✗	✗		No direct effects	Piloted PISA but results not available yet	5
Intervention programmes for specific group of students		✗		✗			✗			3
Intervention programmes for specific type or group of schools		✗		✗						2
Intervention programmes on specific theme/learning or subject area		✗	✗	✗			✗			4
Professional development of teachers	✗	✗		✗	✗	✗	✗			6
Professional development for principals/school leaders	✗	✗		✗						3
Seminar/ conferences for policy-makers and/or researchers	✗	✗	✗	✗	✗	✗	✗			7
Seminar/ conferences for unions and professional bodies	✗			✗			✗			3
Feedback to students				✗						1

Notes: *Kyrgyzstan indicated that participation in international assessments resulted in change of study plans; **New Zealand indicated that participation in international assessments had indirect effects on curriculum and professional development of teachers. ***Thailand indicated that it did not see the direct impact of participating in international assessment on intervention programmes and professional development of teachers. Bhutan, Nepal, Palau, Sri Lanka and Tokelau indicated no such assessment, while the Philippines did not provide a response to this question.

For the majority of developing countries in the region that participated in international assessments, such participation led to review or change in their curricula, professional development of teachers and led to organization of seminars or conferences for policy-makers and education researchers. Kyrgyzstan, Mongolia, Myanmar and Thailand indicated that their participation in international large-scale assessments resulted in intervention programmes for specific groups of students, schools and on specific themes or learning areas. Kazakhstan, Kyrgyzstan and

Myanmar indicated that their participation in international assessment led to professional development for school principals and leaders. Only Myanmar indicated that it provided feedback to students as a result.

8.2 Use of results from the most influential examination

Drawing on the example of the most influential examinations, the survey respondents were asked to

indicate whether the results of examinations have resulted in any reforms, policy interventions or led to various other activities. Table 14 presents the responses as to which activities have been carried out because of the results of the most influential examination in the respective countries.

Table 14: The activities following the most influential examination

Country	Bhutan	Cook Islands	Iran	Kazakhstan	Kyrgyzstan	Lao PDR	Mongolia	Myanmar	New Zealand	Palau	Philippines	Sri Lanka	Tokelau	Thailand	Uzbekistan	Victoria (AUS)	Total (16)*
Review of or changes to curriculum	X			X	X	X			X	X			X	X	X		9
Intervention programmes for specific group of students	X	X			X			X	X	X			X		X		8
Intervention programmes for specific type or group of schools		X	X		X			X	X	X							6
Intervention programmes on specific theme/learning or subject area	X	X			X			X	X		X						6
Professional development of teachers	X	X		X	X	X	X	X	X	X	X	X	X		X	X	14
Professional development for principals/school leaders	X	X		X	X			X	X	X		X	X		X		10
Seminar/ conferences for policy-makers and/or researchers	X			X	X	X	X	X	X			X		X	X		10
Seminar/ conferences for unions and professional bodies								X	X					X			3
Feedback to students	X	X		X	X				X	X		X		X			8

Notes: *Calculation excludes Nepal (no response).

Almost all countries, except Iran and Thailand, indicated that the results of influential examinations were used for the professional development for teachers. Professional development for school leaders and seminars and conferences for policy-makers were also among the top of the list, expressed by 10 out of 17 countries. Other common activities were review or changes in the curriculum, interventions for specific group of students and feedback to students. Interventions for specific groups of schools and learning areas and seminars and conferences for union and professional bodies were less common activities.

Australia (State of Victoria) made a comment that the results of the examinations led to the improvement in assessment methods and techniques.

8.3 Use of the other national/sub-national assessments

Survey respondents also indicated what activities have been organized from the most influential national/sub-national assessment that had been identified. Table 15 summarizes the responses from countries. Professional

development for principals and school leaders and review and changes to the curriculum were the two main uses of national/sub-national assessments. Member States also indicated that seminars and conferences for policy makers and research were common activities organized based on the results from national/sub-national assessments.

Table 15: The activities following the most influential national/sub-national assessment

Country	Bhutan	Cook Islands	Iran	Kazakhstan	Kyrgyzstan	Lao PDR	Mongolia	Myanmar	New Zealand	Nepal	Philippines	Sri Lanka	Thailand	Uzbekistan	Victoria (AUS)	Total (15)*
Review of or changes to curriculum	X		X	X	X	X	X	X	X		X		X	X	X	12
Intervention programmes for specific group of students	X	X						X		X			X		X	6
Intervention programmes for specific type or group of schools	X	X						X		X			X	X	X	7
Intervention programmes on specific theme/ learning or subject area	X	X						X		X	X		X	X	X	8
Professional development of teachers	X	X			X	X		X		X	X		X			8
Professional development for principals/school leaders	X	X		X	X		X	X	X	X	X		X	X	X	12
Seminar/ conferences for policy-makers and/or researchers	X		X		X	X	X	X	X	X	X	X	X	X		12
Seminar/ conferences for unions and professional bodies	X							X	X	X		X	X			6
Feedback to students	X			X	X			X							X	5

Notes: *Calculation excludes Palau and Tokelau which reported no such assessment.

Less than half of the countries reported that the results from the most influential national/sub-national assessment led to interventions for specific groups of students, schools and interventions on specific themes/learning areas. Also, less than half of the countries reported that they used the results of assessment for organizing seminars/conferences for union and professional bodies. Similarly, only five countries provided feedback to students on their performance (see Table 15).

9. The side effects of assessments

Another purpose of this study was to add to the existing knowledge on the side effects of assessments. Respondents were asked whether there are any perceived side effects expressed by different stakeholders. The side effects that have been covered in this study are:

- (i) pressure from increased workload/preparation in order to meet some expectations;
- (ii) extra paid private tutoring outside the classroom;
- (iii) “teaching to the test” which leads to narrowing of the curriculum or learning area, and;
- (iv) focusing on the performance of certain groups of students in order to lift overall performance of the class/school.

Since survey respondents were mostly Ministry officials, perceptions on side effects were based on the opinion of government representatives, rather than independent experts or external stakeholders. It is understood that there are some limitations and that responses may be biased; even different Ministry officials would themselves have differing perceptions as to the existence and extent of certain side effects. Nevertheless, the sub-sections below present the perceived side effects from different stakeholders including:

- (i) students/student unions;
- (ii) teachers/teacher associations or unions;
- (iii) parents and wider community;
- (iv) ministry officials/policy makers;
- (v) a cluster of schools, and;
- (vi) the media.

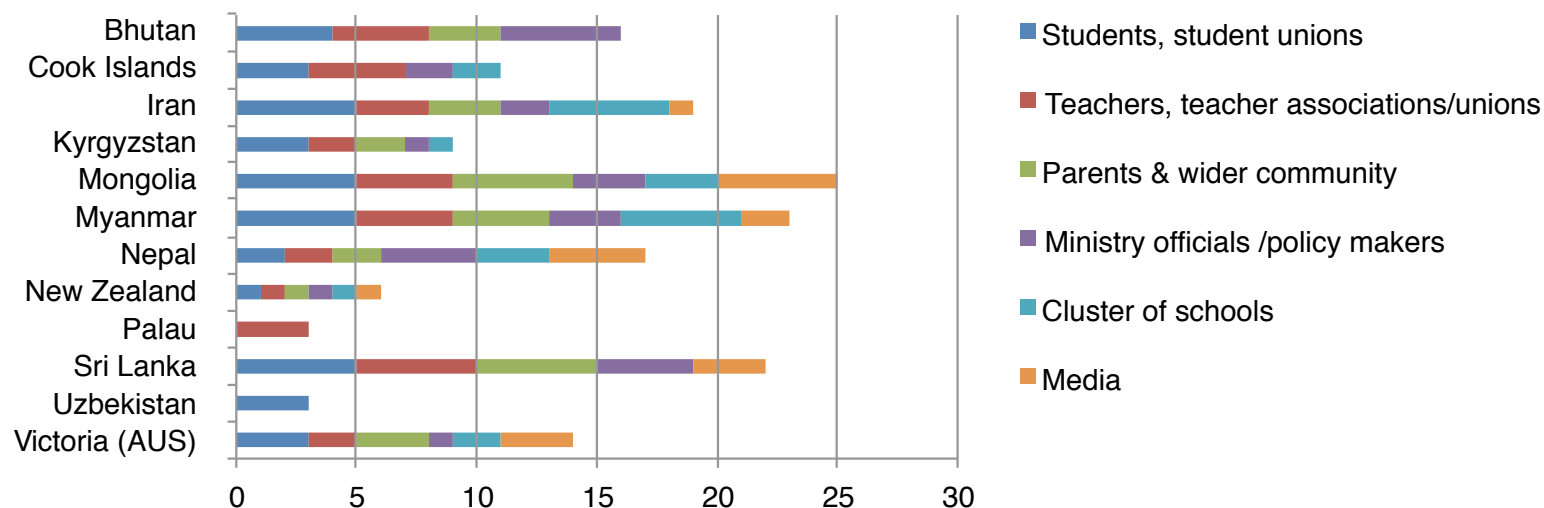
Respondents were asked to indicate the extent of side effects between 0 - 5, where 0 indicates no perception of side effects. The same question was asked for both examinations and other national assessments. Some countries did not respond to the questions regarding national/sub-national assessments other than examinations; therefore in this report only side effects related to examinations are presented. Thailand gave flexible accounts that were not exactly compatible to the scale suggested in the survey and is therefore not included in the analysis.

9.1 Pressure from increased workload/preparation

For students, examinations are often associated with the pressure of increased preparation in order to meet certain personal goals and the expectations of teachers and parents. For teachers, pressure is usually associated with an increased workload for an intensive period of the academic year, involving extensive preparation to administer tests, possible extra tutoring to some students and other preparatory activities.

Figure 2 presents the perceived side effects of pressure from increased workload/preparation for examinations in order to meet some expectations from different stakeholders as expressed by the survey respondents. The length of the bar in Figure 2 presents the combined perception of different stakeholders; the longer the bar, the stronger the perception of a particular side effect. For all figures presented in this section, the same interpretation will apply.

Figure 2: Pressure from increased workload/preparation in order to meet some expectations



Notes: Kazakhstan, Lao PDR, Philippines and Tokelau did not respond to the questions related to side effects of assessments.

According to Figure 2, Mongolia, Myanmar and Sri Lanka present a “top three” of countries where the side effect from increased workload/preparation in order to meet some expectations is perceived to be strongest. It also seems that the side effects are felt mainly by students, students unions and teachers, teacher associations/unions, followed by parents/wider community and Ministry officials.

Palau, Uzbekistan and New Zealand are at the bottom with the lowest degree of perception of side effects from increased workload/preparation. Palau indicated that there are perceived side effects expressed only by teachers and teacher unions. For Uzbekistan, only students and student unions are said to express the pressure from increased workload/preparation in order to meet some expectations. Interestingly, both Palau and Uzbekistan

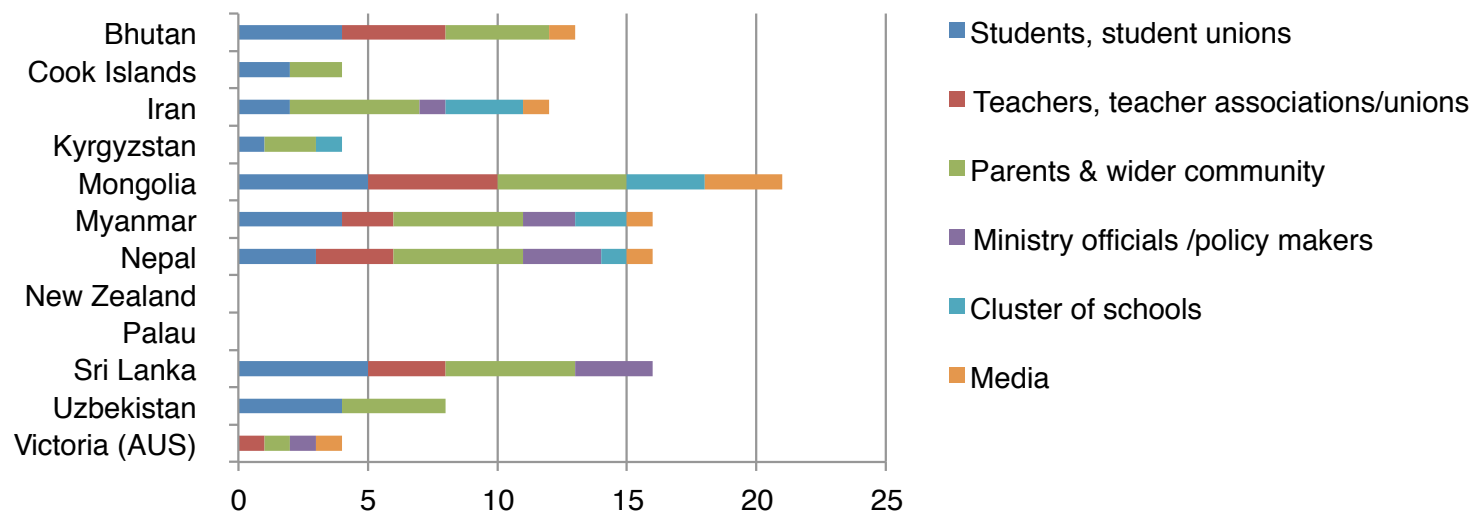
have a relatively “heavy” examination system (see Figure 1). Students in Palau have to sit examinations from grade one with the only breaks in examinations at grade nine and 11. Students in Uzbekistan have to sit national examinations from grade three with a three-year break towards the beginning of upper secondary education.

There are several possible explanations to support the results presented in Figure 2. First of all, it is possible that contradicting perspectives may exist and that the voices of other stakeholders are not strong enough, resulting in lowest combined effects. It is also possible that those respondents misunderstood or misinterpreted the questions or that responses reflect individual bias. Follow up surveys with various stakeholders, especially teachers and students, are highly recommended.

9.2 Extra paid private tutoring outside the classroom

Extra private tutoring outside the classroom is a commonly identified side effect of examinations. Figure 3 presents this side effect in the form of extra paid tutoring outside the classroom environment as perceived by various stakeholders. According to Figure 3, Mongolia, Myanmar, Nepal and Sri Lanka are at the top of countries where the side effects in the form of extra paid tutoring is strongly expressed by various stakeholders and when combined, suggest that the extent of this side effect is very strong. As expected, parents and students were reported to be the stakeholders who are most likely to feel this particular side effect across the countries. This was followed by teachers and their unions.

Figure 3: Extra paid private tutoring outside the classroom



Notes: Kazakhstan, Lao PDR, Philippines and Tokelau did not respond to the questions related to side effects of assessments.

New Zealand and Palau are two countries where the perception of side effects in the form of extra paid tutoring combined is lowest. In Uzbekistan, this side effect is said to be expressed only by students, parents and the wider community (see Figure 3).

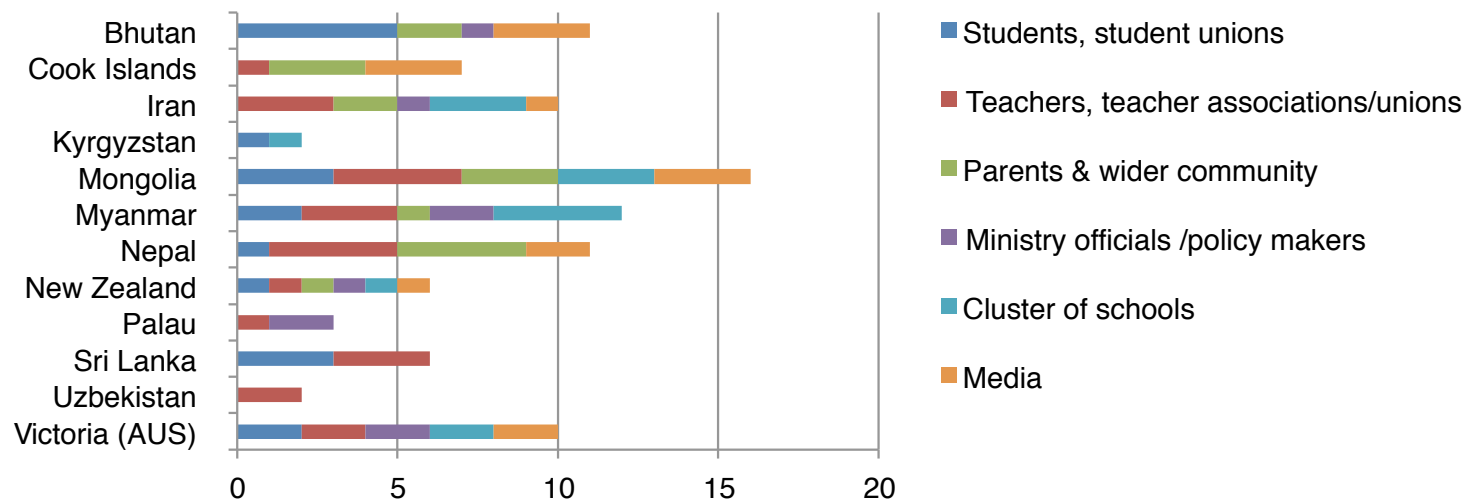
9.3 Focus on performance of certain groups of students

When the performance of the teacher, class and the school overall is compared against specific performance

indicators or tied to some incentives, the existence of side effects where the focus is given to the performance of certain groups of students is well known. Moreover, such a behavioral reaction from educators can especially disadvantage underperforming students (Wolf de and Janssens, 2007). On the other hand, it is also possible that some educators may focus on the performance of average students, believing that investment in average students can lift the overall performance (this is often where teachers believe they can make a difference). The perception may also be that top achievers can cater

to their own learning needs and that underachievers need special attention or assistance. Figure 4 presents such side effects expressed by various stakeholders, as it is perceived by the survey respondents.

Figure 4: Focusing on performance of certain groups of students to lift overall performance of the class/school



Notes: Kazakhstan, Lao PDR, Philippines and Tokelau did not respond to the questions related to side effects of assessments.

The survey results show that focusing on the performance of a certain group of students is perceived to exist to a larger extent in Bhutan, Mongolia, Myanmar and Nepal than in any other countries participated in the survey. In contrast, Uzbekistan and Kyrgyzstan are the countries where the perception on existence of such side effect is smaller (see Figure 4). Across countries, teachers and teacher unions are most concerned

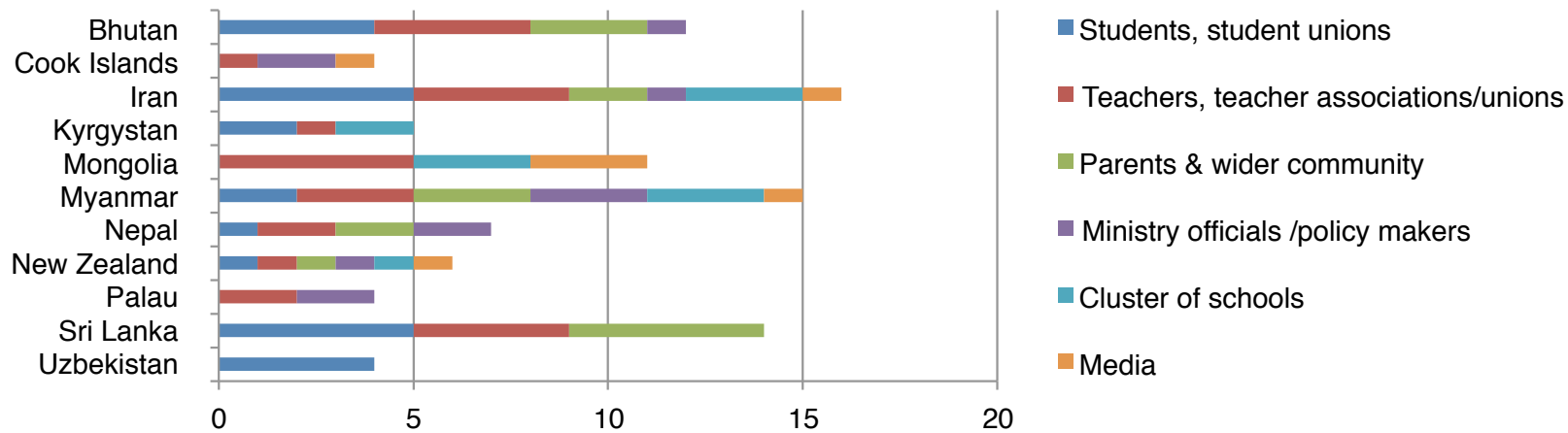
with such effects, followed by students, parents and the media.

9.4 Teaching to the test

“Teaching to the test” is another known side effect of examinations, often occurring when teachers aim to prepare students for examinations only, narrowing the

curriculum and learning that students should otherwise receive (Corbett and Wilson, 1988; Smith et al., 1989; Stodolsky, 1988).

Figure 5: Teaching to the test which leads to narrowing of the curriculum or learning area



Notes: Australia (State of Victoria), Kazakhstan, Lao PDR, Philippines and Tokelau did not respond to the questions related to side effects of assessments..

Figure 5 suggests that among the countries that reported on side effects in the form of teaching to the test, Iran, Myanmar and Sri Lanka are the top three countries where such effect is strongly perceived. In contrast, Pacific Island countries such as the Cook Islands and Palau are the countries where perception of such effect is significantly lower than other countries. Across the countries, teachers and students are the stakeholders who are most concerned with the side effect of teaching to the test.

10. Conclusion and recommendations

This survey provides an initial step towards improving the use of assessment for policy reform and learning

improvements. The findings of the survey suggest that there is an increasing interest in the region towards greater involvement in international large-scale assessments such as PISA, TIMSS or PIRLS. It is also apparent that these assessments are not the only international large-scale assessments that Member States participated in since 2000. Although the majority of countries did not have sufficient experience in international large scale assessments, those Member States that had such experience indicated that PISA has been the most influential assessment in their countries. In terms of information dissemination on the results from international large scale assessments, many countries that have participated in these assessments in the region actively and openly disseminated the results with the general public and with major stakeholders. It should be noted, however, that most of the countries participating in international large scale assessments

are well aware that the results of their country will be released and will be benchmarked against the performance of other countries.

The survey also revealed that countries of the region maintain a diverse range of examination systems. It is thus difficult to do comparisons across countries without an in-depth understanding of the assessment systems of each country in the region. Although comparison is challenging, basic information on assessment in each country can be used as an indication of whether the examination system is “heavy and burdensome” or “relatively easy” on students. While some countries have examination systems for year 1, this is certainly not the case for others and indeed, the differences among countries may be difficult to comprehend. The survey results also indicate that the majority of countries that participated in the survey did major and

minor reforms in their examination systems with the exception of a few countries where the examination systems dated back to even the 1940s.

Other than national examinations, countries in the region actively undertook national/sub-national assessments mostly organized to a varying frequency. Most of the countries that participated in the survey, with few exceptions, organized at least one national/sub-national assessment since 2000. They indicated that these assessments have mainly measured knowledge against the curriculum and have been used to monitor the quality of education for the purpose of policy formulation and design as well as for their evaluation.

Gaining knowledge on the type of analysis being undertaken by Member States and their use of assessment data was of primary interest in this study. What is clear is the distinctive difference in the type of analysis that can be conducted, partially because of the data available on these assessments. In some cases, due to one-off participation in international assessments, countries are unable to measure the progress or conduct any studies that would allow measuring the progress made. There are more sophisticated analyses that can be done based on national examinations or

assessment results given that the student and school level information is consistently collected by education administrators at the national level. In a way, this study was a pilot study – an attempt to scope out what type of analysis is being conducted and also to attract interest on this topic for future regional dialogue and networking in this area. It is highly recommended that investigation continue on a) the type of secondary and primary data being collected at the national level on achievement and pathways of students, and b) the analysis and statistical techniques used in synthesizing data. This will help to identify needs of Member States and assist in strengthening the analytical and research capacity of Ministries of Education in the region. Establishment of greater regional collaboration for evidence-based decision making is also highly encouraged.

Another major finding of this study lies in the use of assessment for policy and learning improvements. Indeed, it appears that the results of international assessments are widely used for review or changes to curriculum and professional development of teachers. At the same time, it should be noted that such findings are based on the responses of countries that participated in the survey and those who had experience in

international large scale assessments. Examinations and other national/sub-national assessment results were commonly used for professional development of teachers and education leaders as well as for review and changes to curriculum. It is also clear that these major national assessments are used less for developing policy interventions for students, schools or specific learning themes. These findings need to be investigated further, and one of the options is to conduct a follow-up study specifically focusing on the analysis and use of assessment results.

There are certain limitations that always need to be considered when interpreting results of any empirical study. In this case, one of the limitations is the response rate to the survey. More participation from countries would have enriched this study enormously, especially the findings of this study in respect to the side effects of assessments. Although this study touched on aspects of side effects and asked for perceived side effects from the survey respondents, in order to draw more conclusive findings, it is recommended that a survey on side effects, where respondents would include students, teachers and other stakeholders in each country, be conducted.



Survey: Educational Assessments for Policy and Learning Improvement

Education Policy and Reform Unit (EPR)
UNESCO ASIA AND PACIFIC REGIONAL BUREAU FOR EDUCATION

About this Survey

The purpose of this survey is to gain knowledge about educational assessments applied in the region and to identify how these assessments are being used for policy and learning improvements in Asia Pacific region. This survey investigates aspects of unexpected side-effects of these assessments with the aim of understanding the source of such perceptions and how widespread they are among Asia-Pacific region.

Please note:

1. Answer every question.
2. Read the definitions provided in this section carefully and keep them in mind as you go about answering the survey questions. This is important to ensure the comparability of data collected across countries.
3. Please do not use abbreviations.
4. Each question has a 'Comments' area where you can provide additional information about your answer.

Survey Coverage

All questions refer to assessment activities in both public and private schools in the country. This survey excludes classroom assessment, which is primarily carried out by teachers and the students in their classrooms

DEFINITIONS:

Assessment framework: Refers to 'what' is to be measured in the assessment instrument. It is the operationalization of the broader domain to which the assessment aims to generalize. It specifies the content and skills to be assessed. An equivalent term is test specification.

International [or regional] large-scale assessment: This is a process where students learning is assessed and data is collected from a number of countries, thereby allowing each country to compare the results of its students with the results achieved by students in other countries.

Well known international assessments include:

PISA: Programme for International Student Assessment.

TIMSS: Trend in International Mathematics and Science Study.

PIRLS: Progress in International Reading Literacy Study.

National [or sub-national] large-scale assessment: This is an assessment of student learning designed to describe the achievement of students in a curriculum area aggregated to provide an estimate of the achievement level in the education system as a whole, at a particular

age or grade level. Normally involves administration of tests either to a sample or population of students. Teachers and others may be asked to provide background information, usually in questionnaires.

Examination: This is an assessment of student learning specifically designed for the purposes of certifying or selecting students. This tends to occur annually; more often where the system allows for repeats. Generally, all students at the designated age or grade level are tested. Examinations usually cover the main subject areas in the school curriculum.

Snapshot: Snapshot analysis of student, school or national achievement is an analysis or presentation of student achievements/performance at specific point in time.

Progress: Analysis of specific groups of students, schools or national performance that usually involves linking, matching and comparing the results of several assessment data by unique identifiers for students or schools. Longitudinal analysis is an alternative term that is commonly used for this type of analysis. Such analysis requires the results of at least two assessments.

ISCED levels: International Standard Classification of Education defined levels of education. Table below presents a brief map to ISCED levels (1997).

ISCED level	Brief description
0 Pre-primary education	initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment
1 Primary education or first stage of basic education	normally starting between the ages of 5 and 7, designed to give a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects
2 Lower secondary or second stage of basic education	designed to complete basic education, usually on a more subject-oriented pattern
3 (Upper) secondary education	more specialized education typically beginning at age 15 or 16 years and/or the end of compulsory education
4 Post-secondary non-tertiary education	captures programmes that straddle the boundary between upper- and post-secondary education from an international point of view, e.g. pre-university courses or short vocational programmes
5 First stage of tertiary education	tertiary programmes having an advanced educational content, cross-classified by field (see below)
6 Second stage of tertiary education	tertiary programmes leading to the award of an advanced research qualification, e.g. Ph.D., cross-classified by field (see below)

Intervention programmes: Intervention programmes in this context are defined as projects/systematic actions organized by the Ministry of Education or government departments with the aim of improving the educational experiences of key stakeholders such as students, parents, teachers and educational leaders.

UNESCO Bangkok thanks you in advance for your time and the effort you put in this survey. We believe together we can make a difference to improving the quality of education in the region.

INTERNATIONAL LARGE-SCALE ASSESSMENTS

1. Please list below any international large-scale assessments of educational achievement (apart from PIRLS, PISA or TIMSS) in which the country has participated since 2000.

() None

() If yes, please specify: _____

Comments: _____

Please answer questions 2-7 below referring only to the most influential international large-scale assessment that your country has been involved in. This can be PIRLS, PISA or TIMSS.

2. Name the international large-scale assessment: _____

3. Indicate the year in which the assessment was administered: _____

4. Indicate what ISCED level(s) this assessment covers: _____

5. When the results of the international large-scale assessment are synthesized, which analyses are made public and at what level(s)?

	National	Regional/provincial	Other sub-national
Snapshots of specific group(s) of students	*	*	*
Snapshots of specific group(s) of schools	*	*	*
Snapshot of national performance	*	*	*
Progress of specific group(s) of students over time	*	*	*
Progress of specific group(s) of schools over time	*	*	*
Progress of national performance over time	*	*	*
Other, please specify	*	*	*

*indicate yes or no

6. Which of the following describe the dissemination method of your country's results from the international assessment? Tick all that apply.

Tick

- There is a national report available online
 - Copies of the national report were distributed to key stakeholders
 - Copies of the international report or overview were distributed to key stakeholders
 - There was a press release to communicate the country's results
 - Summary/brochures or PowerPoint presentations with the country's results are available online and/or were distributed to key stakeholders
 - Conferences/seminars organized by government for stakeholders
 - Feedback to schools/educators about the results of assessment was provided
 - None of the above
 - Other, please specify
-

7. Have the results of this assessment lead to any of the following? Tick all that apply.

Tick

- Review of/or changes to curriculum
- Intervention programmes for a specific group of students
- Intervention programmes for a specific type or group of schools
- Intervention programmes on a specific theme/learning or subject area
- Professional development for teachers
- Professional development for principals/school leaders
- Seminar/ conferences for policy-makers and/or researchers
- Seminar/ conferences for unions and professional bodies
- Feedback from students
- Other activities, please specify

EXAMINATIONS

8. Please provide basic information on all major examinations that the country has in place since 2000. Complete one table for each major examination, starting with the one that is given at the earliest age or grade level and working up to examinations administered at later ages and grades.

I. Name of the examination	
II. First year the examination was administered	
III. Frequency of examination	
IV. Subject(s) or area(s) covered by the examination	
V. Approximate age(s) at which students take the examination	
VI. Main purpose(s)	
VII. Name of body responsible for administering examination	
VIII. Which body writes the exam?	
IX. Who collates results?	
X. Additional comments	

(Please add more tables as needed.)

For questions 9-12 below, please use the examination used to determine graduation from upper secondary education or entrance into post-secondary, non-tertiary or tertiary education. If separate examinations exist for graduation from upper secondary education and entrance to post secondary non-tertiary or tertiary education, please complete separate sets of responses for questions 9-12. (Another examination may be substituted if there is no upper secondary graduation or tertiary education entrance examination in the country.)

9. Name the examination: _____

10. This examination determine which of the following? Tick all that apply.

- Graduation from upper secondary education
- Entrance to post secondary non-tertiary or tertiary education
- Both
- Other, please specify _____

11. When the results of the examination are synthesized, which analyses are made public and at what level(s)?

	National	Regional/provincial	Other sub-national
Snapshots of specific group(s) of students	*	*	*
Snapshots of specific group(s) of schools	*	*	*
Snapshot of national performance	*	*	*
Progress of specific group(s) of students over time	*	*	*
Progress of specific group(s) of schools over time	*	*	*
Progress of national performance over time	*	*	*
Other, please specify	*	*	*

*indicate yes or no

12. Have the results of this examination resulted in any of the following? Tick all that apply.

Tick

- Review of or changes to curriculum
- Intervention programmes for specific group of students
- Intervention programmes for specific type or cluster of schools
- Intervention programmes on specific theme/learning area
- Professional development of teachers
- Professional development for principals/school leaders
- Seminar/ conferences for policy-makers
- Seminar/ conferences for unions and professional bodies
- Feedback to students
- Other activities, please specify

UNEXPECTED SIDE EFFECTS OF EXAMINATIONS

13. Below is a list of potential side-effects of examinations. Which of these, if any, are expressed by stakeholders in your country and to what extent? For any side-effect(s) not listed below, please note accordingly in the matrix and comment section.

Side-effects	Students, student unions	Teachers, teacher associations/unions	Parents & wider community	Ministry officials /policy makers	Cluster of schools	Media	Other, Please specify in the comments
Pressure from increased workload/preparation in order to meet some expectations	**	**	**	**	**	**	**
Extra paid private tutoring outside the classroom	**	**	**	**	**	**	**
Teaching to the test which leads to narrowing of the curriculum or learning area	**	**	**	**	**	**	**
Focusing on performance of certain groups of students to lift overall performance of the class/school	**	**	**	**	**	**	**
Other, Please specify	**	**	**	**	**	**	**

****Please specify the extent of perception on the scale from 0 to 5, where 0 indicate no perceived side effects.**

Comments: _____

NATIONAL (OR SUB-NATIONAL) ASSESSMENTS

14. Please provide basic information on all major national (or sub-national) assessments that your country has conducted since 2000. Complete one column for each assessment programme, starting with the one that has produced the most recent data on student learning levels in the system.

I. Name of the national (or sub-national) assessment programme	
II. Year(s) in which the assessment was administered	
III. Frequency of assessment	
IV. Subject(s) or area(s) covered by the assessment	
V. Approximate age(s) at which students are tested	
VI. How are students selected to participate in the assessment?	
VII. Name of body responsible for administering assessment	
VII. Additional comments	

(Please add more tables as needed. Copy the table and paste below)

Please answer Questions 15-22 below only for the national assessment programme which you consider as the most **influential assessment programme** on student learning in your country. (A sub-national assessment may be substituted if there is no national assessment in the country.)

15. Name the assessment: _____

16. Indicate the year in which the assessment has been administered: _____

17. Indicate what ISCED level(s) this assessment covers: _____

18. What are the official purposes or uses of the national (or sub-national) large-scale assessment? Tick all that apply.

Tick

- Monitoring education quality
- Monitoring education inequalities
- School accountability (e.g., recognition, probation, accreditation, closure)
- Teacher accountability (e.g., bonuses, probation, promotion)
- Student accountability (e.g., promotion, retention, graduation, admission)
- To support teachers by providing pedagogically relevant information
- To provide support and guidance to underperforming schools and teachers
- Promoting competition among schools, orient demand and school choice
- For policy or programme evaluation
- For policy design or decision making
- There are no official purposes/uses of the assessment
- Other, please specify _____

19. What is measured by the assessment? Tick all that apply.

Tick

- Knowledge of curriculum
- Knowledge beyond curriculum
- Study skills
- Intellectual abilities of students
- Student interest and attitudes towards subject area
- Other, please specify: _____

20. When the results of the national / sub-national assessment are synthesized, which analyses are made public and at what level(s)?

	National	Regional/provincial	Other sub-national
Snapshots of specific group(s) of students	*	*	*
Snapshots of specific group(s) of schools	*	*	*
Snapshot of national performance	*	*	*
Progress of specific group(s) of students over time	*	*	*
Progress of specific group(s) of schools over time	*	*	*
Progress of national performance over time	*	*	*
Other, please specify	*	*	*

*indicate yes or no

21. Have the findings of assessment lead to any of the following?

- Review of or changes to curriculum
- Intervention programmes for specific group of students
- Intervention programmes for specific type or cluster of schools
- Intervention programmes on specific theme/learning area
- Professional development of teachers
- Professional development for principals/school leaders
- Seminar/ conferences for policy-makers
- Seminar/ conferences for unions and professional bodies
- Feedback to students
- Other activities, please specify: _____

UNEXPECTED SIDE EFFECTS OF NATIONAL (SUB-NATIONAL) ASSESSMENTS

22. Below is a list of potential side-effects of national/sub-national assessments. Which of these, if any, are expressed by stakeholders in your country and to what extent? For any side-effect(s) not listed below, please note accordingly in the matrix and comment section.

Side-effects	Students, student unions	Teachers, teacher associations/unions	Parents & wider community	Ministry officials /policy makers	Cluster of schools	Media	Other, Please specify in the comments
Pressure from increased workload/preparation in order to meet some expectations	**	**	**	**	**	**	**
Extra paid private tutoring outside the classroom	**	**	**	**	**	**	**
Teaching to the test which leads to narrowing of the curriculum or learning area	**	**	**	**	**	**	**
Focusing on performance of certain groups of students to lift overall performance of the class/school	**	**	**	**	**	**	**
Other, Please specify	**	**	**	**	**	**	**

****Please specify the extent of perception on the scale from 0 to 5, where 0 indicate no perceived side effects.**

Comments: _____

ABOUT THIS SURVEY

23. Are there any issues you think are important that were not covered in this survey?

Comments

THANK YOU FOR YOUR RESPONSES

Appendix 2. Participation in PISA, TIMSS and PIRLS

UNESCO Sub regions	Country	PISA					TIMSS					PIRLS		
		2000	2003	2006	2009/10	2012	1995	1999	2003	2007	2011	2001	2006	2011
Central Asia	Kazakhstan				x	x				x	x			
	Kyrgyzstan			x	x									
	Mongolia								x					
	Russian Federation	x	x	x	x	x	x	x	x	x	x	x	x	x
	Turkey		x	x	x	x		x		x	x	x		
East Asia and the Pacific	Australia	x	x	x	x	x	x	x	x	x				x
	China (Shanghai)				x	x								
	Chinese Taipei			x	x	x		x	x	x	x		x	x
	Hong Kong, Special Administrative Region - China		x	x	x	x	x	x	x	x	x	x	x	x
	Indonesia		x	x	x	x	x	x	x	x	x		x	x
	Japan	x	x	x	x	x	x	x	x	x	x			
	Macao, Special Administrative Region - China		x	x	x	x								
	Malaysia				x	x		x	x	x	x			
	New Zealand	x	x	x	x	x	x	x	x	x	x	x	x	x
	Philippines						x	x	x					
	Republic of Korea	x	x	x	x	x	x	x	x	x	x			
	Singapore				x	x	x	x	x	x	x	x	x	x
	Thailand		x	x	x	x	x	x		x	x			
	Viet Nam					x								
South and West Asia	Iran (Islamic Republic of)						x	x	x	x	x	x	x	x
	India (Tamil Nadu & Himachal Pradesh)				x									

Appendix 3. Some selected information about the national/sub-national assessments since 2000

Country	National/subnational assessment	Year	Frequency
Bhutan	National Education Assessment Class VI Literacy and Numeracy	2003	Once in 3-5 years
	National Education Assessment Class VI Dzongkha	2005	Once in 3-5 years
	National Education Assessment Class X English and Mathematics	2007	Once in 3-5 years
Cook Islands	Grade 3 and 4 Literacy assessment	2008	Annual
Iran	Assessment of Language achievement	2000	One off
Kazakhstan	General National Testing	2004-2011	Annual
Kyrgyzstan	National assessment of student achievement (grades 4 and 8)	2006 and 2008	Once in three years
Lao	Assessment of Students learning outcome	2006	Once in three years
Mongolia	Basic education learners achievement	2007	One off
	National survey of primary education math and reading skills	2008	One off
New Zealand	National Education Monitoring Project (NEMP)	1995-2010	Annual
Sri Lanka	National Assessment of Achievement of Pupils of Sri Lanka Grade 4	2003,2007 and 2009	Ad hoc
	National Assessment of Achievement of Pupils of Sri Lanka Grade 8	2005 and 2008	Once in three years
	National Assessment of Achievement of Pupils of Sri Lanka Grade 10	2005	Intended to take part once in three years
Thailand	Ordinary National Educational Test (O-NET)	2000-2011	Annual
Victoria (AUS)	National Assessment Program – Literacy and Numeracy (NAPLAN)	2008, 2009, 2010, 2011	Annual
	National Assessment Program – Science Literacy (NAP-SL)	2003, 2006, 2009	Every 3 years
	National Assessment Program – Civics and Citizenship (NAP-CC)	2004, 2007, 2010	Every 3 years
	National Assessment Program – Information and Communication Literacy (NAP-ICTL)	2005, 2008, 2011	Every 3 years
Nepal, Myanmar, Tokelau and Palau	no assessment		

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