DQAF

Next steps

Introduction to the DQAF package

- DQAF is a package that will be used for two main purposes:
  - For *reference* – about best practice in learning assessment
  - For *evaluation* – both self-evaluation and external evaluation

Main products/processes of DQAF package

- DQAF will have the following main products/processes:
  - International Code of Practice in Learning Assessment (ICP-LA)

    A document that describes and illustrates standards of best practice in learning assessment

  - Assessment of Data Process (ADP)

    A process to judge the quality of learning assessment data

  - Global Common Content Framework for Reference (GCCFR)

    Documents that describe how skills and proficiencies develop within the learning domains that are featuring in SDG 4 monitoring

Off-shoot products/processes of ICP-LA, GCCFR and ADP

- Each of ICP-LA, ADP and GCCFR will have off-shoot products and processes.

- ICP-LA off-shoots:
    - Guidelines or 'how-to' guides
    - One or more glossaries of key terms
    - More detailed reference materials

Off-shoot products/processes of ICP-LA, GCCFR and ADP (cont. 1)

- ADP off-shoots:
  - Data collection instruments and processes
  - Checklists
  - An evaluation framework and rubric
  - A template evaluation report
- GCCFR off-shoots:
  - Examples of how different skills and proficiencies can be tested
  - Theoretical documentation (eg discussing rationale for conception of domains, weak points of GCCFRs)

General features of the DQAF

- DQAF should have a capacity-building aspect
  - Countries need to be able to locate their assessment systems in relation to the DQAF standards and see the way to improve those systems
  - Countries need to be supported to improve their assessment systems, and the support should be in line with the DQAF
- DQAF should be independent and technically rigorous but also 'friendly'
  - Inspired by existing quality assurance frameworks and articulations of standards, but not too closely resembling anything that is already out these (esp. something from IEA or OECD)
  - Technically rigorous but not too intimidating

General features of the DQAF (cont.)

- UIS has given the following organising structure for the DQAF:
  - 0 -- Pre-requisites for quality
  - 1 -- Assurances of integrity
  - 2 -- Soundness of methodology
  - 3 -- Accuracy and reliability
  - 4 -- Consistency
  - 5 -- Accessibility
- UIS has said that the DQAF should cover institutional environments, statistical processes and data characteristics

Next steps for DQAF

- Dimensions to be prioritised are:
  - Soundness of methodology
  - Accuracy and reliability
  - Consistency

(Other three dimensions will be addressed in a more comprehensive DQAF at a later date)

- We need to develop an ICP-LA, ADP and GCCFR that cover these three dimensions but that can be expanded at a later date to cover the additional dimensions.

ICP-LA – Research

- **Standards related to learning assessments**:
  - *PISA 2015 Technical Standards* (OECD)
  - *PIAAC Technical Standards* (OECD)
  - *ETS Standards for Quality and Fairness* (ETS)
  - *Standards for Educational and Psychological Testing* (AERA etc)
  - *IEA Technical Standards* (IEA)
  - *Planning the quality of education: The collection and use of data for informed decision-making* (IIEP), chapter called 'Improving data collection, preparation and analysis procedures: A review of technical issues'
  - *Large-scale Learning Assessments: A Handbook for the Indian Context* (ghost-written by ACER)

ICP-LA – Research (cont.)

- Data standards more generally
  - European Statistical System – *Quality Assurance Framework of the European Statistical System (2015)*
  - UN Statistics Division – *Fundamental Principles of Official Statistics (2015)*
  - IMF – *Data Quality Assessment Framework (2012)*
  - UN Statistics Division – *Template for General National Quality Assurance Framework (2012)*
  - OECD – *Quality Framework and Guidelines for OECD Statistical Activities (2011)*
  - ABS – *Data Quality Framework (2009)*
  - WB/UIS – *A Framework for Assessing the Quality of Education Statistics (2003)*
  - Statistics Canada – *Statistics Canada's Quality Assurance Framework (2002)*

ADP Research – to do

- Need to think about different elements of ADP:
    - Desk review of assessment data and technical documentation
    - In-country visit
- Need to think about different products/processes of ADP:
    - Data collection tools
    - Checklists
    - An evaluation framework and rubric
    - A template evaluation report

ADP Research – to do

- Need to look at **mechanisms to judge quality of learning assessment data**:
  - [SABER data collection tools](#)
    - Sections for:
      - features of assessment program
      - assessment program in practice
      - enabling factors
      - quality assurance
  - What else? Anything from the PISA data adjudication process, for example?

ADP Research – to do

- Need to look at mechanisms to judge quality of data generally:
  - *Eurostat Handbook on Data Quality Assessment Methods and Tools* might be helpful
  - What else?

GCCFR Research

- What's the plan for this? – for later