Experience of the Dominican Republic Applying Learning Assessments: Lessons and Challenges

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GAML5
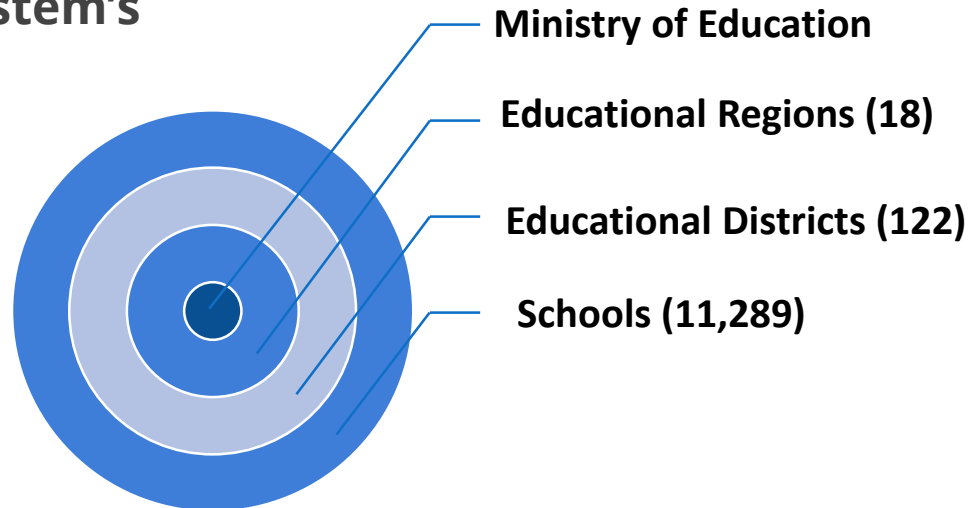October 2018
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Education System's Structure

Ministry of Education

Educational Regions (18)

Educational Districts (122)

Schools (11,289)

Some facts about the student population

- 2.79 million students enrolled
  - 23% of students in private schools
  - 38% of students in extended school day program
  - 4.3% drop out rate

National Exams

Characteristics

- Applied since 1992 to regular secondary education and adult system. It is curriculum based and assess Language, Math, Social Studies, and Natural Sciences.

- Equivalent to 30% of final grade for high school certification. 70% of the final grade comes from school grades. Test scores are shown in a 30 points scale. To be promoted students must achieve a minimum of 70 in each subject assessed, combining test score and school grades.

- Nation-wide application, 3 times a year.

- Comparable across years since 2011 (use of IRT, Rasch model)

- Results are published in a national report that contains information regarding regions and districts and other variables; in a school report, and at the individual level.

National Exams

Challenges

- Moving from content-based to competency-based curriculum in 2020 (new test design and framework, how to keep comparability?)

- Paper-based assessment, does not measure IT skills (SDG4 indicator 4.4.1)

- Does not collect data from young and adults outside of the formal system

National Diagnostic Evaluations

Characteristics

- Started in 2017 in 3rd grade and rotate every year between 3rd, 6th, and 9th grades.

- Curriculum based. Assess reading and math in 3rd grade, and Spanish language, math, social studies and natural sciences in 6th and 9th

- Have accompanying context questionnaires (school principal, teachers, parents, students)

- Administered nation-wide and comparable between years within each grade

- Entail no consequences for students, their purpose is to inform policy

- Results are presented as average score and proficiency levels

- Provide data for SDG4 indicators 4.1.1 and 4.5.1

- Published national, region, district, and school reports

National Diagnostic Evaluations

Challenges
- Define nationally accepted proficiency levels for each subject

- Keep comparability across years. Measuring progress

- Define a **minimum** national proficiency standard for each subject/ grade-cycle

- Assure students effort when the evaluation does not have consequences.

- Use of information for improvement.

International Assessments

Characteristics

- Sample-based

- Comparable internationally, across years

- DR's participation is intended to inform policy

- Provide information for SDG4 indicator 4.1.1.

Challenges

- Guarantee funding for ongoing participation

- Allow comparability with national data and curriculum

- Use of computer-based assessment

- Can lead to cross-country comparisons without accounting for context differences

School Management Data

Characteristics

- Collected through the Ministry's "Information System for School Management"

- Schools register the data and information in the system and it is processed by the Planning Department

- Provide information for non-learning outcomes of SDG4 indicators

Challenges

- Secure ongoing and timely reporting from schools

- Guarantee the accuracy of the data provided by the schools

SIGE**RD**
Sistema de Información para la
Gestión Escolar de la República Dominicana

- The Dominican Republic collects relevant and timely data to respond to SDG4 indicator 4.1.1

- The main challenge for reporting data for this indicator is defining minimum proficiency levels. These have not been determined nationally and present an even bigger challenge internationally.

- Another important challenge is to guarantee comparability within the country, and across countries for learning data, i.e. translating proficiency levels between different education systems

- Assess "non-traditional" learning: sustainable development, global citizenship, socioemotional skills, IT skills...

- Ensuring good and valid assessment systems considering limitations and very different levels of development (human resources and capacity building).

- A major risk: ignoring context and diversity.

Thank you!

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