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International trends in student assessments : Planning for the future

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Next generation assessment - Planning for the future
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International trends in student assessments: planning for the future

- Why change: the changing context in education
- Student assessments: different types, different purposes
- Leading change in a VUCA world: lessons from the IIEP experience
- *Background: UNESCO IIEP, OECD Education Policy*



#1

Changing context in education

Changing context and impact in education policy, planning and management

Changing context

Changing demand for education planning and management

Student learning

From knowledge to competencies and values

New/revised curricula , pedagogy, assessments

External context

Environment

Leading change in times of uncertainty

Technology

Integration of technology

Diversity/globalisation

Pedagogy and classroom practices

Governance

Top down to complexity

New stakeholder engagement

Outcomes

From paper to practice

Invest in implementation

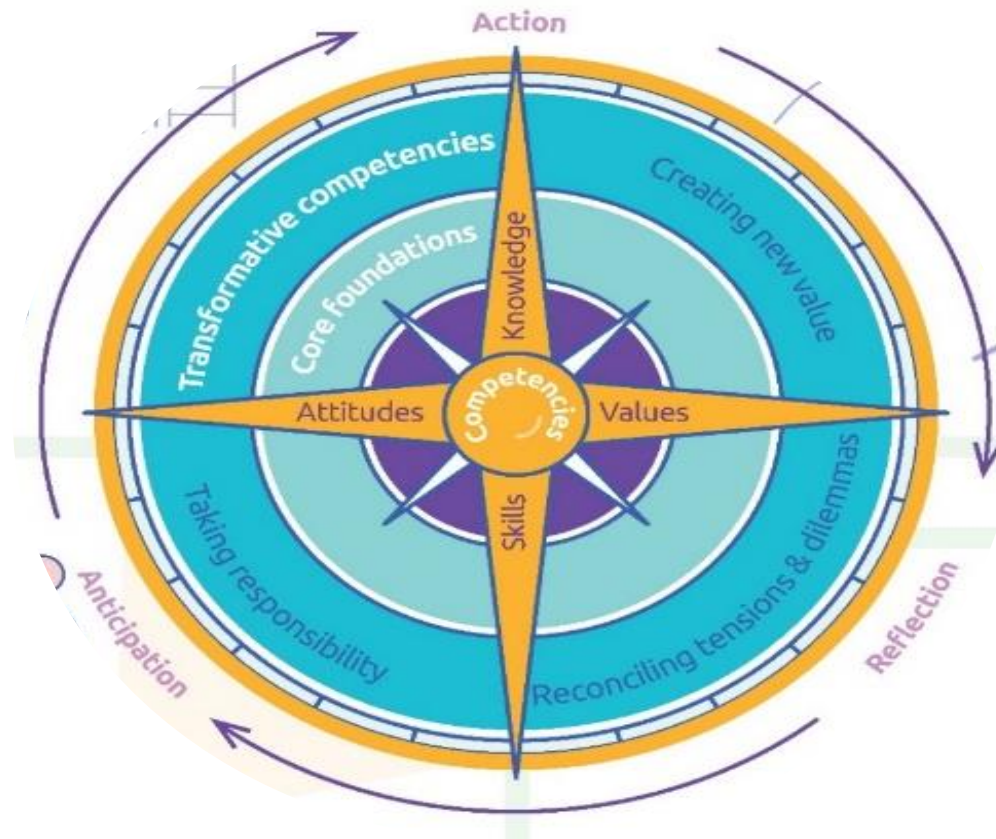
Accountability

From quantity to impact

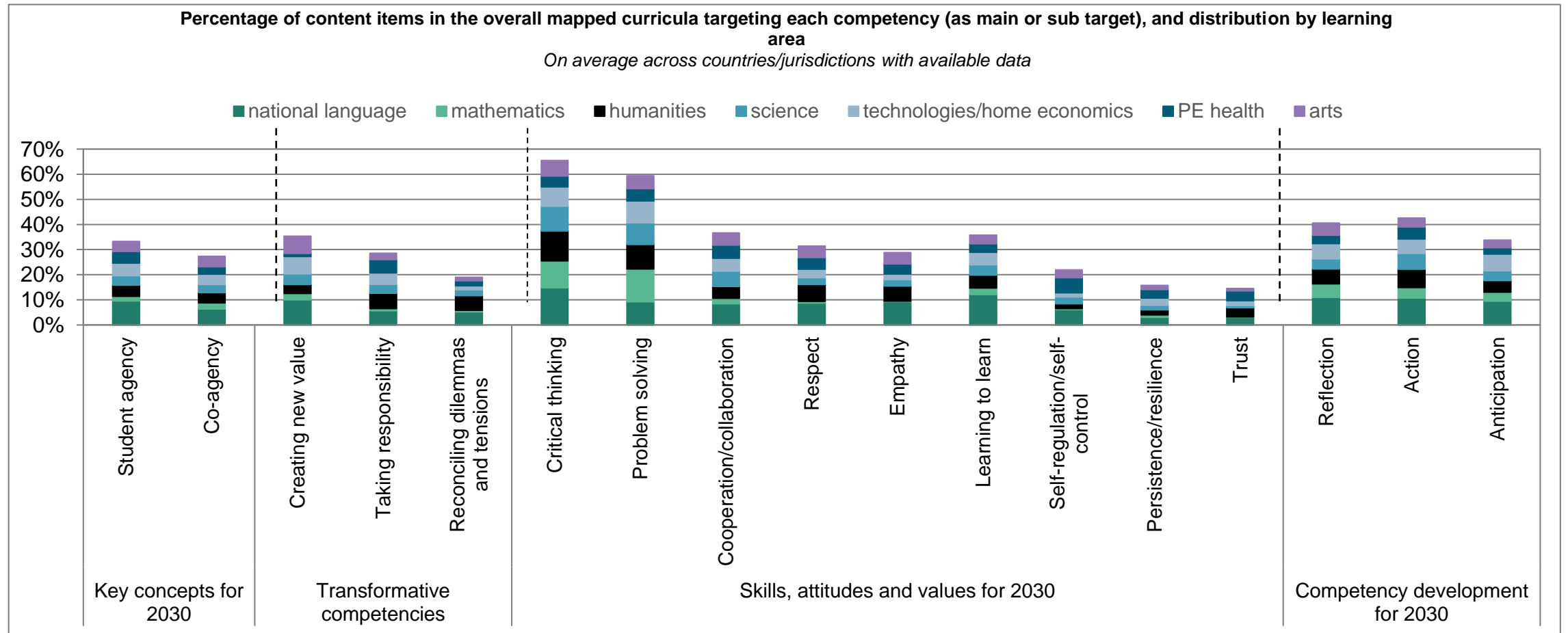
Greater use of evidence and data

Transforming curriculum internationally

Moving beyond only knowledge



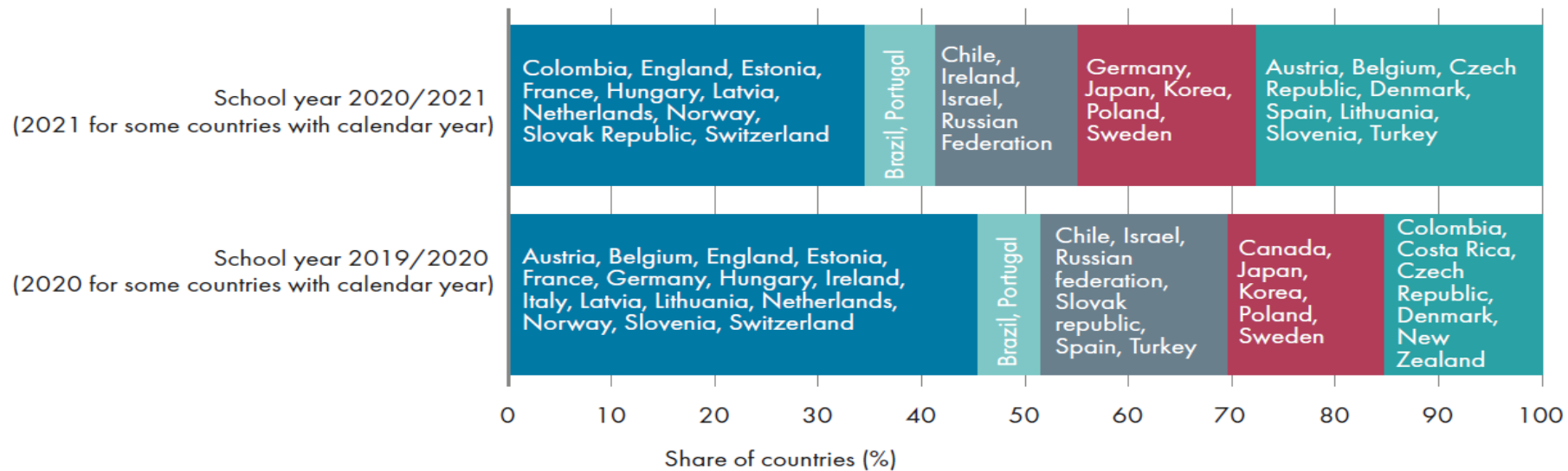
Knowledge and competencies across curricula



Changing context: curriculum adjustments

COVID: Adjustments to school calendar and curriculum (primary education)

- No adjustment have been / will be made
- YES, academic year extended
- YES, prioritisation of certain areas of the curriculum or certain skills
- YES, depends - Schools/Districts/the most local level of governance could decide at their own discretion
- YES, other adjustments.

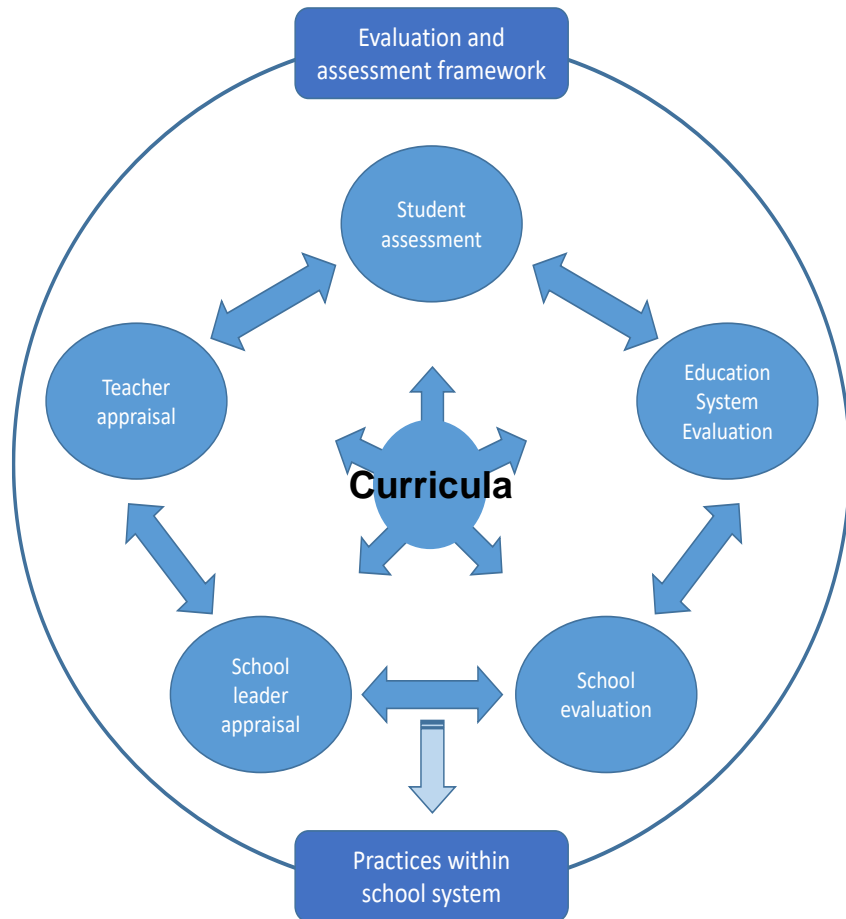


Source: OECD/UIS/UNESCO/UNICEF/WB Special Survey on Covid. March 2021

#2

Changing student assessments

Student assessment and curriculum: a two way relationship



helps focus attention on the learning progress and outcomes of each student.

Teachers need assessment information to target future teaching and improve classroom instruction.

Curriculum renewal involves rethinking scope, content and assessment instruments so that it is aligned to changes to curricular goals, content, materials, and pedagogies.

Assessments, particularly high-stakes assessments, impact what is taught, and ultimately, what students learn.

Student assessment during COVID 19 : policy options



Maintaining exams

Maintained high-stakes exams and assessments as planned. Additional health measures may apply.



Cancelling exams

Cancelled high-stakes exams and assessments



Postponing exams

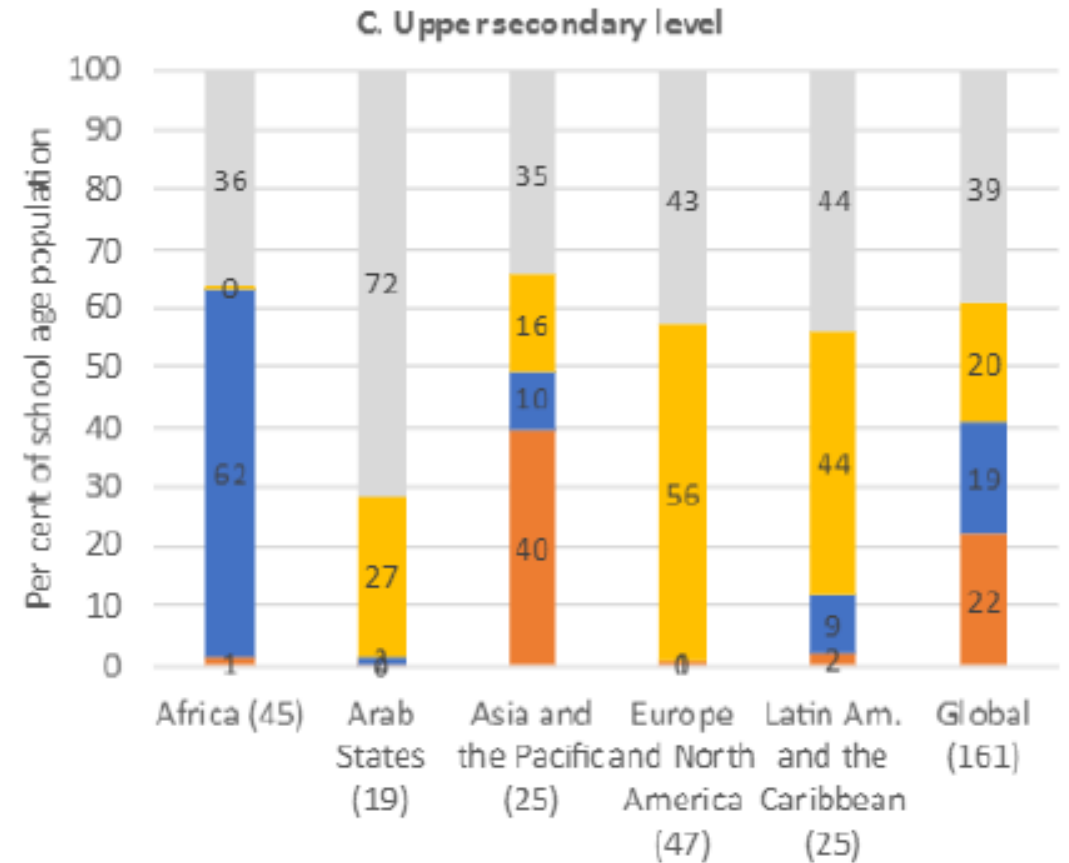
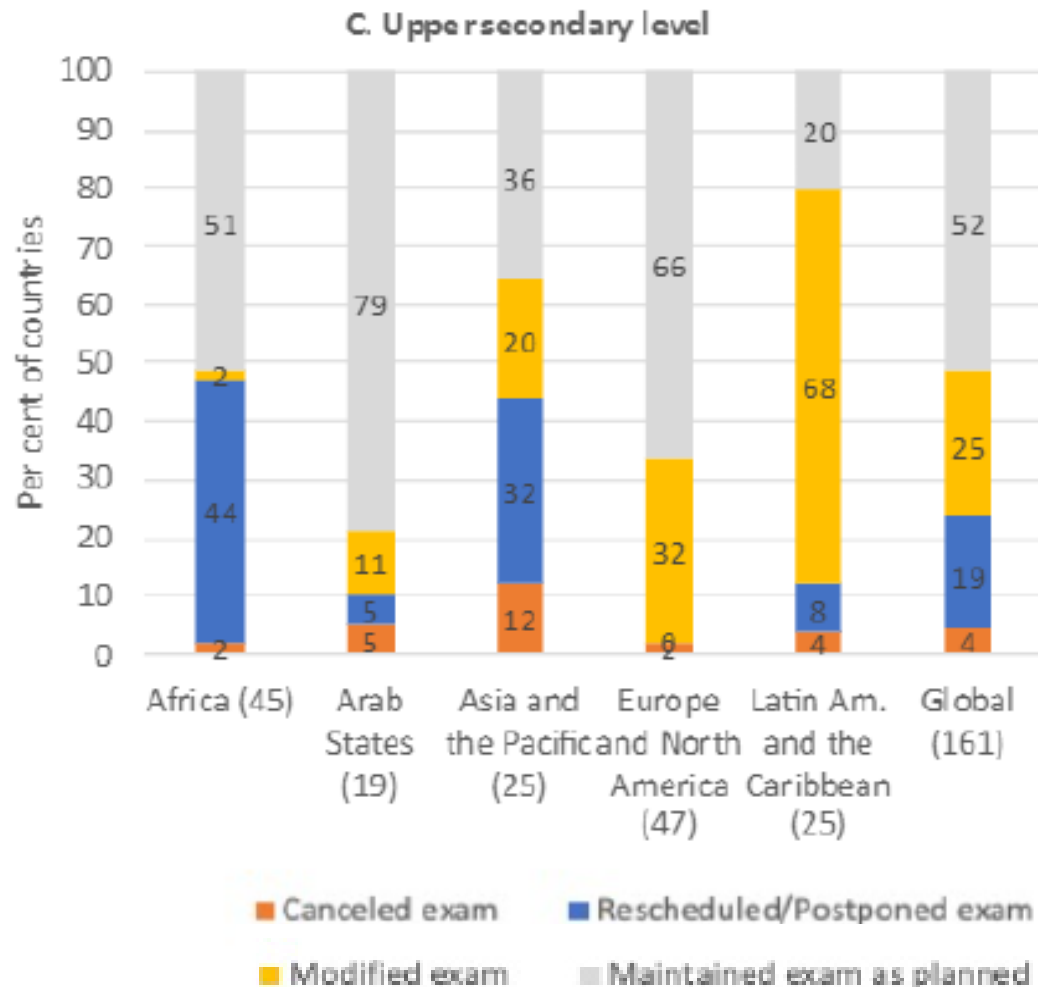
Postponed or rescheduled the planned high-stakes exams and assessments.



Modifying exams

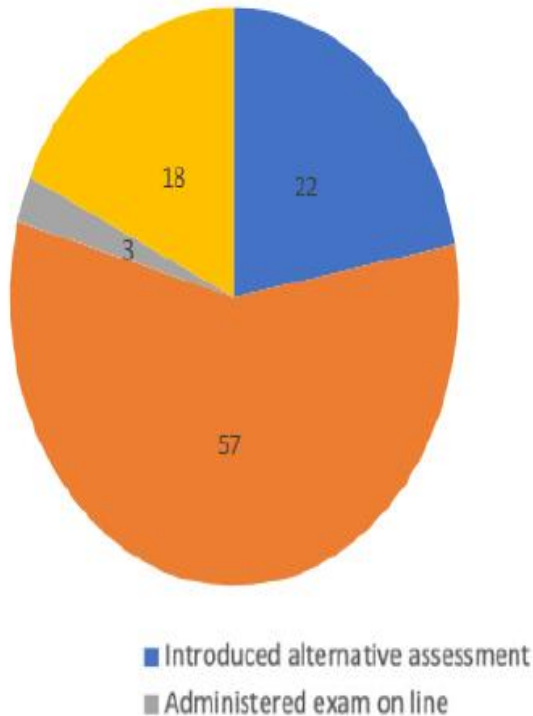
Modified the high-stakes exams and assessment using alternative ways for validation of learning, reducing the content or changing the mode of administration.

Student assessment during COVID 19, countries and students

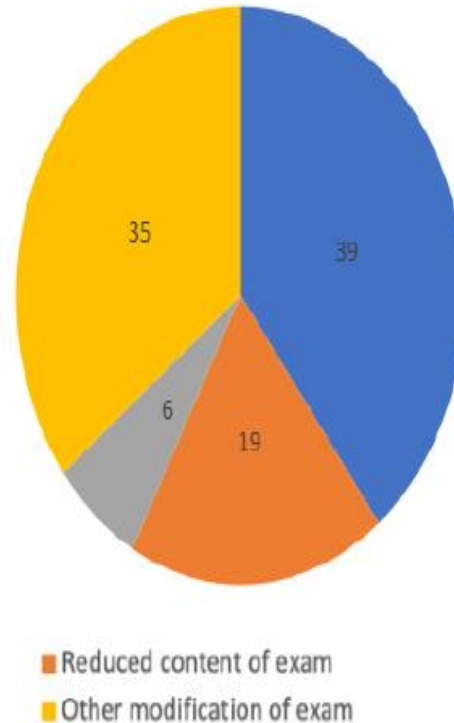


Student assessment during COVID 19: How did they modify?

A. Per cent of countries



B. Per cent of school age population

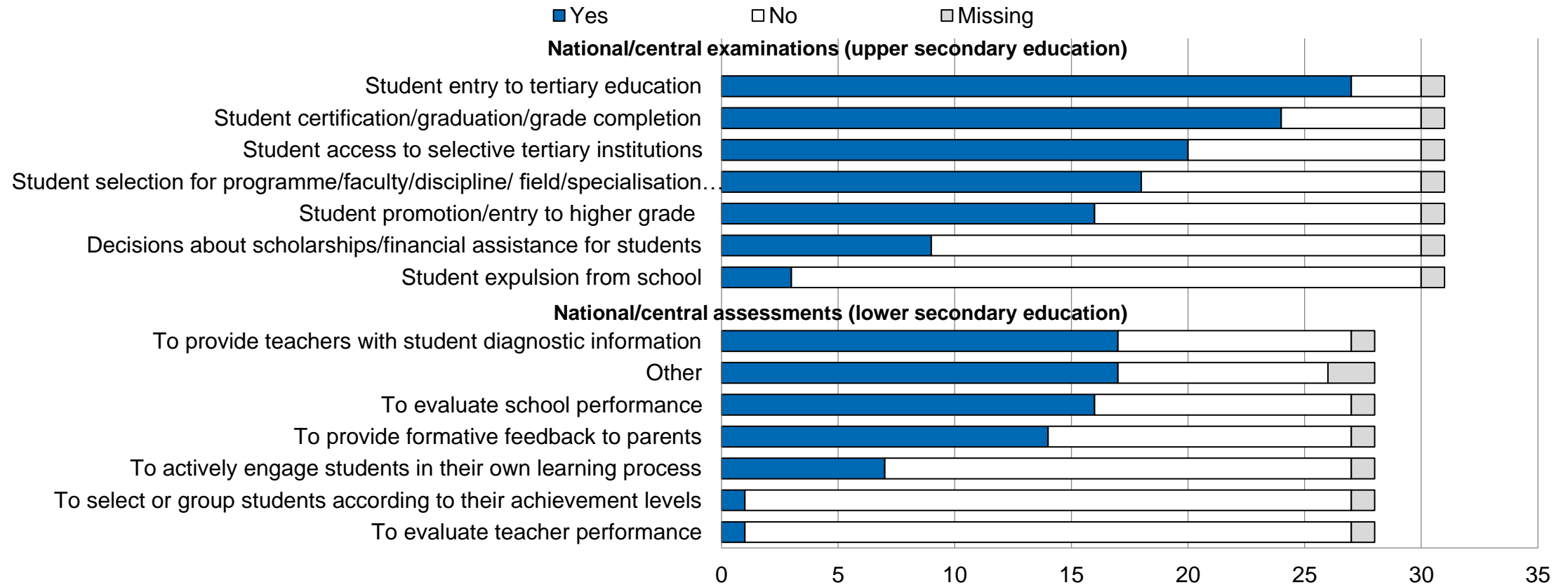


Comparative overview

- UNESCO Global Alliance to monitor learning : <https://gaml.uis.unesco.org/>
- Public examinations examined (World Bank, 2020)
- UNESCO. 2020. Could coronavirus shape the way assessments work forever?

Student assessments: purposes and uses

Main purposes and uses of national/central examinations and assessments (2015)



Purposes and decisions are ranked in descending order of the number of countries reporting that they use examinations/assessments for these.
 Source: OECD. Tables D6.1c and D6.5b. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Student assessments: approaches



Jurisdiction	Legacy system	National exams by age	External exam system	External Assessment formats	Contribution of school-based assessments
England	British	16, 18	National, terminal written exams – fixed dates Graded on total marks	Mainly written	None in main subjects
France	Baccalauréat	18	National, terminal, written exams – fixed dates Fixed pass marks (10/20)	Written, oral	40% (inc. tests based on item bank)
Ireland	British	16, 18	National, terminal, written exams – fixed dates Credit based	7 written exams 7 student tasks	Credits for module completion and attendance
New Zealand	British – now independent	17-18	External module assessments – fixed dates	Exams; Portfolios Reports; Performances	50% teacher assessment
Norway	Nordic	15, 18 (only 1 or 2 exams)	National – only taken by a sample of students	National local exams (practicals and orals)	Mainly teacher assessed – including continuous assessment
Ontario (Canada)	N. American	Not applicable	No province-wide subject exams. Credit based ; Provincial literacy and numeracy tests	No external subject exams	Teacher assessed, . school tests (30%)
Queensland (Australia)	British – now Independent	18 (teacher assessed, locally moderated)	From 2020 – statewide exam – worth 25% of total marks	Written exams introduced (25%) in 2020	75% based on coursework – teachers mark, teacher moderated
Scotland	British	14-16; 15-17; 16-18 (students' progression rates vary)	National, timed, written exams – flexible age of entry, fixed exam dates	Mainly written	Coursework tasks (varying by subject teacher assessed, externally moderated)
Wales	British	16, 18	National, timed, written exams – fixed dates	Mainly written	Coursework tasks (around 20%)
IB (International Baccalaureate)	Baccalaureate	17-18	Timed, written exams – fixed dates	Written, oral, practicals, projects	20-50% in subjects; internal assessment of core elements

#3

Leading change in a VUCA world: lessons from UNESCO IIEP

Enhancing the planning and management capacities of ministries of education & their partners key to success in reform

Training programmes

Country Technical Cooperation

Knowledge management and communication

IIEP's country support

Planning, finance, data, and governance



Better management for improved learning



Equity and resilience



Flexible pathways for skills and lifelong learning



IIEP extensive training for education policy and planning professionals

Training experience with a wide range of professionals, teams and approaches internationally



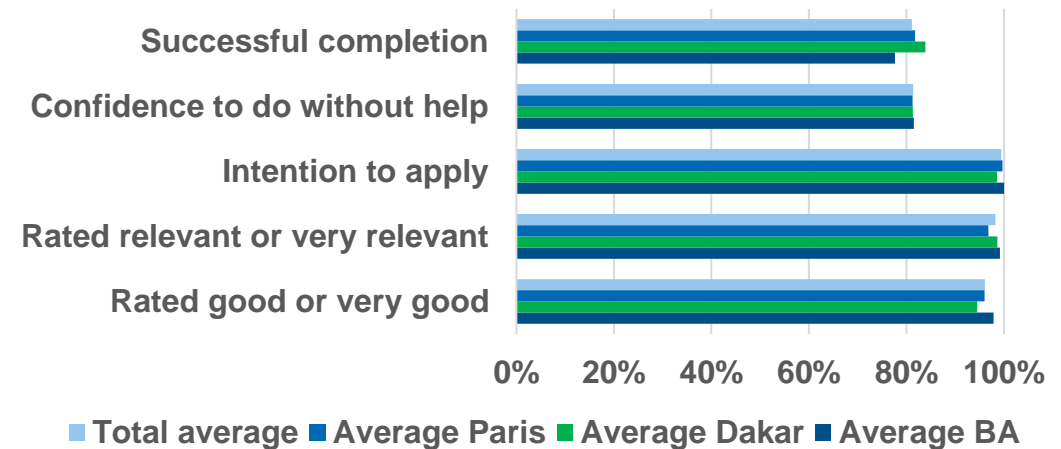
IIEP: 1000 + courses - 30.000 participants

Feedback from participants

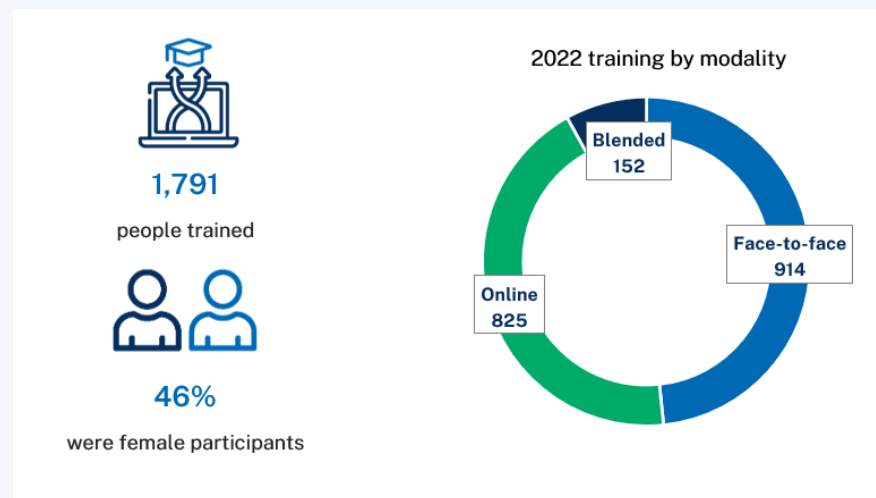
IIEP training 1966-2022



IIEP training course evaluations 2019-2022



IIEP's 2022 training in figures



Most courses prepare education policy planners on how to use data for planning education systems:

- Student assessments at the core of EMIS systems
- Tailor-made training to support specific countries in education planning and management in Africa, Asia and Latin America.
- Special focus on the middle-tier, fundamentals of crisis-sensitive planning, TVET, and the use of information.
- **Student assessments as a thermometer of the performance of the system: how to develop them and how to use them.**

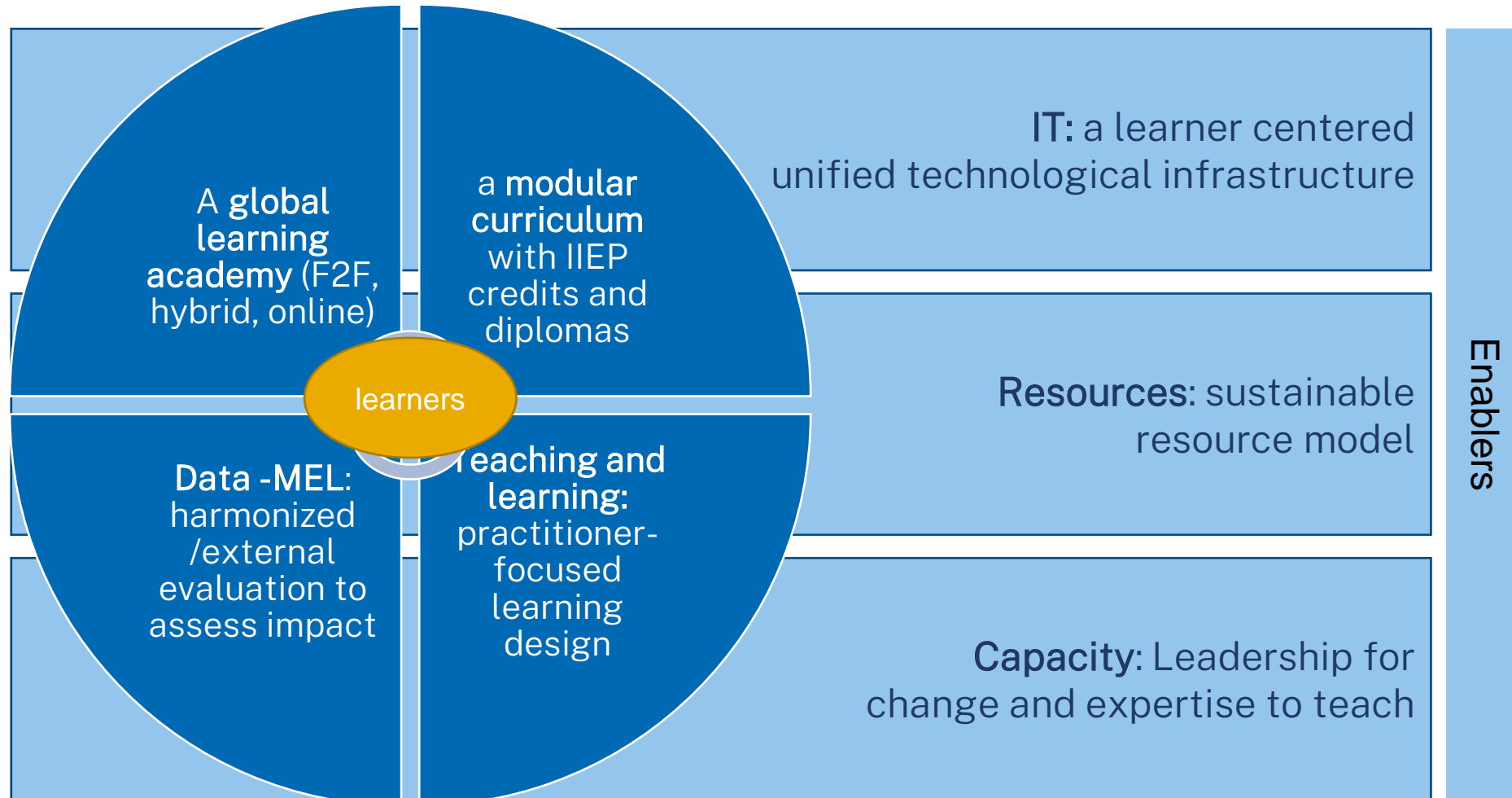
Training Programmes



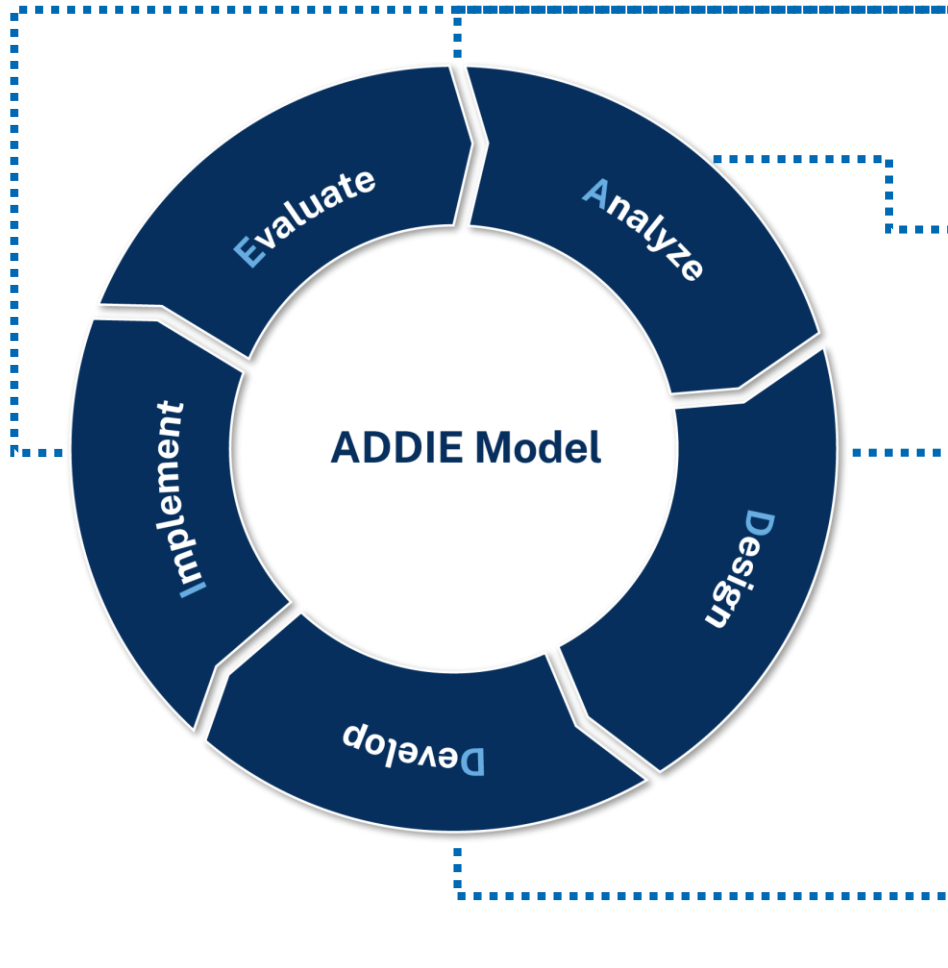
- **Education Sector Planning (ESP) Course**
39 participants (anglophone and francophone) from 21 countries joined the nine-month course
- **Sectoral Analysis and Management of Education Systems (PSGSE)**
18 (francophone) participants from 5 countries attended this programme co-delivered and accredited by the University Cheikh Anta Diop de Dakar (UCAD)
- **Regional Training Programme on Educational Planning and Management (RTP)**
37 (hispanophone and lusophone) government representatives participated from all 19 Latin American countries, as well as Angola and Cabo Verde.
- **Tailor-made training to support specific countries in education planning and management in Africa, Asia and Latin America.**

...changes leading to new IIEP global training strategy (2023-2025)

Vision and objectives: Transforming education through effective training for educational planners and policy-makers



For our learners: A consolidated teaching and learning approach



How we will implement (follow ADDIE model to develop training courses)

Identify common methodologies and tools to assess learning needs and profiles: set process

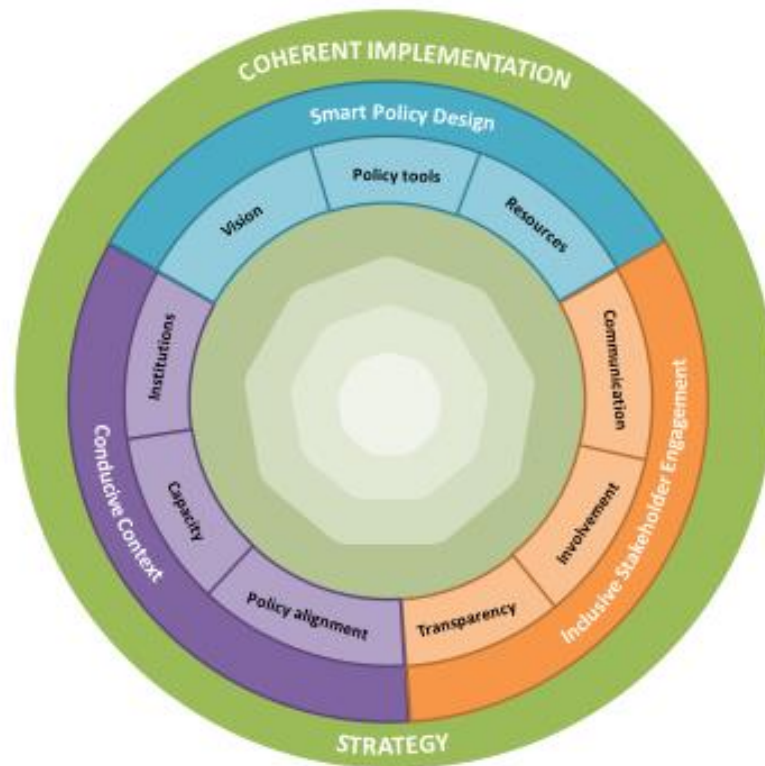
Develop a learning design handbook across 3 offices: design of courses, pedagogy and assessments to be used.

Map existing tools used for training: Agree on common approach to develop content and assess progress in learning (**formative and summative**) Practice oriented.

Availability of expertise, content, tutors, technology working together: Develop flexible model for 3 offices

Monitoring and evaluation and information feeds IIEP's training design.

The change process requires a coherent approach: From policy to actual change in schools and classrooms



Viennet and Pont (2017); OECD (2020)

selected
issues

Purposes of assessments

Approaches to assessments

Alignment with curriculum and
evaluation

Capacity to deliver

Use of data by whom?

Thank you!

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