





Analysis of National Learning Assessment Systems [ANLAS]

Analytical table 2B

Quality of classroom assessment

September 2019

# ANLAS Analytical table 2B

# Dimension 2B: Quality of classroom assessment

[Detailed instructions for undertaking the analysis and a glossary of key terms are provided in the ANLAS Manual (see sections 4.3, 4.4 and 5). **As indicated, create a new version of Analytical table 2B for the relevant levels of school education that need to be differentiated, in order to analyze the quality of classroom assessment in the national context. Indicate the level of school education below**.]

Level of school education

|  |  |
| --- | --- |
| 1. **Indicate the level of school education for which this analytical table is completed.**   For example:   * Primary education * Secondary education * Basic education (primary and lower secondary education) * Lower secondary education * Higher secondary education |  |

Key areas: Quality of classroom assessment (QCA)

* QCA1 Guidelines
* QCA2 Education and professional development
* QCA3 Resources and tools
* QCA4 Assessment methods
* QCA5 Quality assurance
* QCA6 Use of data in teaching and learning

## Reference list for data sources

[In the table below, list the relevant documents from the document mapping table that are used for the analysis. Add rows as needed.]

| Documents: Quality of classroom assessment | |
| --- | --- |
| **Short reference** | **Full reference** |
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[Provide the information below for each stakeholder consultation. Add a new table for each stakeholder consultation. Add rows as needed.]

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| Stakeholder consultations: Quality of classroom assessment (QCA-S) | | | | |
| **Number** | QCA-S1-*[Level of school education, for example, P for primary education: QCA-S1-P]* | | | |
| **Date** |  | | | |
| **Participant name** | | **Role** | **Organization** | **Stakeholder group/National team** |
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## QCA1 Description

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| **Quality objective**  **QCA1 Guidelines: There are official guidelines or recommendations for classroom assessment.** | |
| *[For the following questions, relate to the national policies discussed in Analytical table 1, CN 1.3.]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Are official guidelines or recommendations provided to guide classroom assessment?** |  |
| * 1. **b) What guidance or recommendations are provided?**   For example, guidance on the:   * Purpose of classroom assessment * Continuous nature of classroom assessment * Key learning domains and the knowledge and skills to be assessed, in alignment with official learning standards or curriculum * Identification/development of assessment questions or tasks * Criteria for scoring/marking * Use of multiple assessment methods * Use of assessment data for teaching and learning |  |
| * 1. **c) Is guidance provided for assessing 21st century skills? If yes, for which 21st century skills is guidance provided?**   For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |
| * 1. **Are the official guidelines or recommendations for classroom assessment aligned with national policies on learning assessment?** |  |

## QCA1 Evaluation

[For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.]

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| --- | --- | --- | --- |
| **Quality objective**  **QCA1 Guidelines: There are official guidelines or recommendations for classroom assessment.** | | | |
| **QCA-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA1 Consolidated Evaluation

[Use the table below to consolidate the information from multiple stakeholder consultations.]

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| **Quality objective**  **QCA1 Guidelines: There are official guidelines or recommendations for classroom assessment.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA2 Description

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| **Quality objective**  **QCA2 Education and professional development: Programs are provided for teacher trainers, current and future teachers, and school leaders to build their capacity in classroom assessment. The programs are aligned with official guidelines or recommendations for classroom assessment.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Are there professional development programs for *teacher trainers* to build capacity in classroom assessment?** |  |
| * 1. **b) Are these programs for *teacher trainers* aligned with the official guidelines or recommendations for classroom assessment?**   *[Relate to QCA 1.1]* |  |
| * 1. **c) Do these programs for *teacher trainers* address the:** * Purpose of classroom assessment * Continuous nature of classroom assessment * Key learning domains and the knowledge and skills to be assessed, in alignment with official learning standards or curriculum * Identification/development of assessment questions or tasks * Criteria for scoring/marking * Use of multiple assessment methods * Use of assessment data for teaching and learning |  |
| * 1. **d) Do these programs for *teacher trainers* cover the assessment of 21st century skills?**   **If yes, which ones?**  For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |
| * 1. **e) What is the estimated proportion of eligible *teacher trainers* who benefit from these programs?**   For example:   * All or almost all teacher trainers (more than 90%) * Most teacher trainers (51% to 90%) * Some teacher trainers (10% to 50%) * A marginal number of teacher trainers (less than 10%) |  |
| * 1. **a) Do *teacher education programs* build capacity in classroom assessment?** |  |
| * 1. **b) Are these *teacher education programs* aligned with the official guidelines or recommendations for classroom assessment?**   *[Relate to QCA 1.1]* |  |
| * 1. **c) Do these *teacher education programs* address the:** * Purpose of classroom assessment * Continuous nature of classroom assessment * Key learning domains and the knowledge and skills to be assessed, in alignment with official learning standards or curriculum * Identification/development of assessment questions or tasks * Criteria for scoring/marking * Use of multiple assessment methods * Use of assessment data for teaching and learning |  |
| * 1. **d) Do these *teacher education programs* cover the assessment of 21st century skills? If yes, which ones?**   For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |
| * 1. **e) What is the estimated proportion of eligible *teacher trainees* who benefit from these programs?**   For example:   * All or almost all teacher trainees (more than 90%) * Most teacher trainees (51% to 90%) * Some teacher trainees (10% to 50%) * A marginal number of teacher trainees (less than 10%) |  |
| * 1. **a) Are there *professional development programs* for teachers and school leaders to build capacity in classroom assessment?** |  |
| * 1. **b) Are these *professional development programs* for teachers and school leaders aligned with the official guidelines or recommendations for classroom assessment?**   *[Relate to QCA 1.1]* |  |
| * 1. **c)** **Do these *professional development programs* for teachers and school leaders address the:** * Purpose of classroom assessment * Continuous nature of classroom assessment * Key learning domains and the knowledge and skills to be assessed, in alignment with official learning standards or curriculum * Identification/development of assessment questions or tasks * Criteria for scoring/marking * Use of multiple assessment methods * Use of assessment data for teaching and learning |  |
| * 1. **d) Do these p*rofessional development programs* for teachers and school leaders cover the assessment of 21st century skills?**   **If yes, which ones?**  For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |
| * 1. **e) What is the estimated proportion of *eligible teachers and school leaders* who benefit from these programs?**   For example:   * All or almost all teachers and school leaders (more than 90%) * Most teachers and school leaders (51% to 90%) * Some teachers and school leaders (10% to 50%) * A marginal number of teachers and school leaders (less than 10%) |  |

## QCA2 Evaluation

*[For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.]*

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| --- | --- | --- | --- |
| **Quality objective**  **QCA2 Education and professional development: Programs are provided for teacher trainers, current and future teachers, and school leaders to build their capacity in classroom assessment. The programs are aligned with official guidelines or recommendations for classroom assessment.** | | | |
| **QCA-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA2 Consolidated Evaluation

[Use the table below to consolidate the information from multiple stakeholder consultations.]

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| **Quality objective**  **QCA2 Education and professional development: Programs are provided for teacher trainers, current and future teachers, and school leaders to build their capacity in classroom assessment. The programs are aligned with official guidelines or recommendations for classroom assessment.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA3 Description

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| **Quality objective**  **QCA3 Resources and tools: A variety of resources and tools is available for teachers to undertake classroom assessment that allows students to apply their knowledge and demonstrate skills in key learning domains. The knowledge and skills assessed are clearly defined in alignment with official learning standards or curriculum.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **What kind of resources and tools are available for teachers to undertake classroom assessment?**   For example:   * Curriculum * Official learning standards document * National assessment framework * Item banks (test questions) for classroom assessment, or example test items from national large-scale assessments or examinations * Standardized tests for classroom assessment * Scoring/marking criteria or rubrics for grading student work * Teacher guides for classroom assessment, instructions for performance evaluation * Report card templates, templates or examples of student portfolios * Student textbooks |  |
| * 1. **a) Which learning domains are most commonly assessed by teachers?**   For example:   * Literacy/language/reading/writing * Numeracy/mathematics * Science/Physics/Chemistry/Biology * Computer and information literacy/ICT * Civics and citizenship * Social studies |  |
| * 1. **b) Are 21st century skills assessed either within the learning domains listed under 3.2a or as a separate learning domain? If yes, which ones are assessed?**   For example:   * Problem solving * Critical thinking/reasoning * Creativity/creative thinking * Metacognition * Collaboration * Communication |  |
| * 1. **c) What is the nature of the knowledge and skills assessed?**   For example:   * A focus on demonstration of factual knowledge and routine procedures * A focus on application of knowledge and demonstration of skills |  |
| * 1. **d) Are the knowledge and skills assessed clearly defined?**   For example:   * Based on official learning standards or curriculum * Based on a national or international/regional assessment framework |  |

## QCA3 Evaluation

For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.

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| **Quality objective**  **QCA3 Resources and tools: A variety of resources and tools is available for teachers to undertake classroom assessment that allows students to apply their knowledge and demonstrate skills in key learning domains. The knowledge and skills assessed are clearly defined in alignment with official learning standards or curriculum.** | | | |
| **QCA-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA3 Consolidated Evaluation

[Use the table below to consolidate the information from multiple stakeholder consultations.]

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| **Quality objective**  **QCA3 Resources and tools: A variety of resources and tools is available for teachers to undertake classroom assessment that allows students to apply their knowledge and demonstrate skills in key learning domains. The knowledge and skills assessed are clearly defined in alignment with official learning standards or curriculum.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA4 Description

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| **Quality objective**  **QCA4 Assessment methods: Teachers use multiple assessment methods in order to support valid and reliable assessment of students’ learning.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Which assessment methods are most commonly used by teachers to assess students’ knowledge and skills?**   For example:   * Observation (such as performance, presentations, discussions, checklists) * Assessing student work (such as reports, essays, worksheets, portfolios, projects, homework) * Teacher-made tests and quizzes * Standardized tests * Interviews * Questionnaires * Student self-assessment * Peer-assessments |  |
| * 1. **b) Which assessment methods should teachers be encouraged to use regularly?** |  |

## QCA4 Evaluation

For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendations for improvement. Add a new row for each stakeholder consultation.

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| --- | --- | --- | --- |
| **Quality objective**  **QCA4 Assessment methods: Teachers use multiple assessment methods in order to support valid and reliable assessment of students’ learning.** | | | |
| **QCA-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA4 Consolidated Evaluation

[Use the table below to consolidate the information from multiple stakeholder consultations.]

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| **Quality objective**  **QCA4 Assessment methods: Teachers use multiple assessment methods in order to support valid and reliable assessment of students’ learning.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA5 Description

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| **Quality objective**  **QCA5 Quality assurance: Formal quality assurance mechanisms are in place at the school and national/sub-national levels to ensure the quality of classroom assessment practices.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **What kind of formal quality assurance mechanisms are in place at the school level to ensure the quality of classroom assessment practices?**   For example:   * Classroom assessment is a required component of teacher supervision * Classroom assessment is a required component of a teacher’s performance evaluations * An internal moderation system is in place. For example, teachers within the school meet to review test items, scoring criteria, and student work to ensure the validity and comparability of scores and grades |  |
| * 1. **What kind of formal quality assurance mechanisms are in place at the national or sub-national level to ensure the quality of classroom assessment practices?**   For example:   * Classroom assessment is a required component of teacher supervision * Classroom assessment is a required component of teacher performance evaluations * An external moderation system is in place. For example, teachers from different schools meet to review test items, scoring criteria, and student work with to ensure the validity and comparability of student scores and grades * Regular, high-level reviews of the quality of education include a focus on classroom assessment practices * Government funding is awarded to researchers and practitioners for research and development focused on classroom assessment practices |  |

## QCA5 Evaluation

For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendation for improvement. Add a new row for each stakeholder consultation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QCA5 Quality assurance: Formal quality assurance mechanisms are in place at the school and national/sub-national levels to ensure the quality of classroom assessment practices.** | | | |
| **QCA-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA5 Consolidated Evaluation

[Use the table below to consolidate the information from multiple stakeholder consultations.]

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| --- | --- | --- |
| **Quality objective**  **QCA5 Quality assurance: Formal quality assurance mechanisms are in place at the school and national/sub-national levels to ensure the quality of classroom assessment practices.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA6 Description

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| --- | --- |
| **Quality objective**  **QCA6 Use of data in teaching and learning: Data from classroom assessment is used to improve teaching and learning.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **How is classroom assessment data used at the *classroom level* to improve teaching and learning?**   For example:   * Students gain an understanding of their knowledge and skills, and the progress they are making * Students are encouraged to monitor their learning progress * Teachers provide feedback to students about their knowledge and skills, and the progress they are making * Teachers identify interventions and modify their teaching practice * Parents are informed about student’s knowledge and skills, and the progress they are making |  |
| * 1. **How is classroom assessment data used at the *school level* to improve teaching and learning?**   For example:   * To develop goals and programs for school improvement * To manage school infrastructure and instructional materials * To manage and support school personnel (that is, school leaders, teachers and administrators) * To support school activities (for example, curriculum implementation, undertaking of classroom assessment, engagement with parents and community) * To report school level results from classroom assessment to the responsible government unit(s) * To inform external school evaluation or school inspection |  |

## QCA6 Evaluation

For each stakeholder consultation conducted, document the evaluation of the key area in the table below. Indicate the stakeholder consultation reference number from the reference list. Document the evaluation category assigned, the aspects that require improvement, and the recommendation for improvement. Add a new row for each stakeholder consultation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QCA6 Use of data in teaching and learning: Data from classroom assessment is used to improve teaching and learning.** | | | |
| **QCA-S number** | **Evaluation category**   1. **Achieved.** Currently no improvements needed 2. **Partly achieved.** Improvements can be made 3. **Not achieved.** Improvements are required | **Which aspects require improvement?**  *[Relate to the above guiding questions and descriptions.]* | **Recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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## QCA6 Consolidated Evaluation

[Use the table below to consolidate the information from multiple stakeholder consultations.]

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| --- | --- | --- |
| **Quality objective**  **QCA6 Use of data in teaching and learning: Data from classroom assessment is used to improve teaching and learning.** | | |
| **Consolidated evaluation category** | **Consolidated aspects for improvement**  *[Relate to the above guiding questions and descriptions.]* | **Consolidated recommendations for improvement**  *[Recommendations should be specific and actionable to inform improvement strategies for education sector planning.]* |
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