Analysis of National Learning Assessment Systems [ANLAS]



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Analytical table 2A

Quality of large-scale assessment and examination

September 2019



# ANLAS Analytical table 2A

# Dimension 2A: Quality of large-scale assessment and examination

*[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 2A for each large-scale assessment and examination that is included in the analysis. Indicate the name and characteristics of the assessment program below.****]*

## Characteristics of the assessment program

|  |  |
| --- | --- |
| 1. **Name of the assessment program** |  |
| 1. **Type of the assessment program**   For example:   * National large-scale assessment * International/regional large-scale assessment * National examination * Sub-national examination |  |
| 1. **Year the assessment program was established** |  |
| 1. **Frequency and implementation cycle of the assessment program**   For example:   * The program is implemented every two years, on an ongoing basis |  |
| 1. **a) Target population of the assessment program**   *[Indicate the targeted grades or age group, and the stages of school education.]*  For example:   * Students in grade 3 at the end of primary education stage 1 * Students in grade 6 at the end of primary education stage 2 * Students in grade 9 at the end of lower secondary education * Students in grade 12 at the end of higher secondary education * 15-year old students in grade 7 or higher |  |
| **5. b) Indicate if the assessment program is sample-based or a census** |  |
| **5. c) Indicate if the assessment program is administered in schools (school-based), or in households (household-based)** |  |

## Key areas: Quality of large-scale assessment and examination (QLE)

* QLE1 Assessment team and resources
* QLE2 Assessment framework
* QLE3 Assessment instruments
* QLE4 Sampling *[In the case of census assessments or examinations this key area should be skipped.]*
* QLE5 Field operations
* QLE6 Data management
* QLE7 Data analysis
* QLE8 Reporting and dissemination

## Reference lists 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 large-scale assessment and examination | |
| --- | --- |
| **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.]*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stakeholder consultations: Quality of large-scale assessment and examination (QLE-S) | | | | |
| **Number** | QLE-S1-*[Assessment program name]* | | | |
| **Date** |  | | | |
| **Participant name** | | **Role** | **Organization** | **Stakeholder group/National team** |
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## QLE1 Description

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| **Quality objective**  **QLE1 Assessment team and resources: There is an assessment team with dedicated staff that is appropriately skilled and adequately resourced to complete the diverse tasks associated with large-scale assessment and examination. Opportunities are provided to build capacity of the assessment team in relevant areas.** | |
| *[For the following questions, relate to institutional arrangements and governance structures in Analytical table 1, CN 2.1]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Has an assessment team been established that is primarily responsible for implementing this program?** |  |
| * 1. **b) In which government unit or external agency is the assessment team located?** |  |
| * 1. **c) To which body is the assessment team accountable?** |  |
| * 1. **d) How long has this assessment team been operating, under the current leadership?** |  |
| * 1. **e) Is the assessment team structure documented, for example, in an organizational chart?** |  |
| * 1. **a) What are the main areas of responsibility of the assessment team?**   For example:   * Overall management of the assessment program * Assessment development (including instrument development, test design, translation and linguistic quality control) * Sampling (in the case of sample-based assessments) * Field operations (including administration and logistics of data collection, quality monitoring) * IT support (in particular for computer-based assessments) * Data management (including data capture and processing, creating and documenting the final database) * Data analysis and reporting (including psychometrics) * Communications (including dissemination strategy, editorial, media and public relations) |  |
| * 1. **b) Is the number and availability of qualified staff in the assessment team adequate to complete the tasks in these main areas?** |  |
| * 1. **a) What are the major capacity-building needs in the assessment team to enable them to successfully complete the tasks in the main areas?**   *[Relate to QLE 1.2 a and b]* |  |
| * 1. **b) What opportunities are provided to build capacity in the assessment team?**   For example:   * Formal qualifications * Workshops and professional development programs * On-the-job training and mentoring |  |
| * 1. **c) What funding is available to build capacity in the assessment team?** |  |
| * 1. **a) Is the physical infrastructure adequate and secure?**   For example:   * Work stations * Meeting rooms * Facilities for data processing * Storage rooms for assessment material * Telephone, computer, printer, internet connection, software |  |
| * 1. **b) What are the major physical infrastructure needs in the assessment team?** |  |

## QLE1 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE1 Assessment team and resources: There is an assessment team with dedicated staff that is appropriately skilled and adequately resourced to complete the diverse tasks associated with large-scale assessment and examination. Opportunities are provided to build capacity of the assessment team in relevant areas.** | | | |
| **QLE-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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## QLE1 Consolidated Evaluation

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

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| --- | --- | --- |
| **Quality objective**  **QLE1 Assessment team and resources: There is an assessment team with dedicated staff that is appropriately skilled and adequately resourced to complete the diverse tasks associated with large-scale assessment and examination. Opportunities are provided to build capacity of the assessment team in relevant areas.** | | |
| **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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## QLE2 Description

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| **Quality objective**  **QLE2 Assessment framework: There is documentation that clearly defines the knowledge and skills to be assessed in the learning domains, provides a rationale for the contextual data collected, and specifies the design of the assessment program. This documentation is made available to assessment instrument developers, key stakeholders and the public.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Which learning domains are assessed in this assessment program?**   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 2.1a 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 |  |
| * 1. **e) What kind of documentation is available that defines the knowledge and skills assessed in learning domains?**   For example:   * National assessment framework * International/regional assessment framework * Official learning standards document * Curriculum |  |
| * 1. **f) Is this documentation made available to relevant stakeholders?**   For example:   * Assessment instrument developers * Representatives from relevant national and sub-national government units or external agencies with major responsibilities in learning assessment * School leaders, teachers, students, parents * Education and professional development program providers * The general public * Other key stakeholder groups |  |

|  |  |
| --- | --- |
| * 1. **a) Does this assessment program provide data about the contexts in which learning takes place?**   For example:   * Equity related factors, such as gender, socio-economic factors, home language, special education needs, enrolment and attendance * Structures and resources, such as school authority, school location, funding, infrastructure and resources, school leadership and management, teacher body and attendance * Teaching and learning practices, such as school curriculum, quality of instruction, classroom management, use of classroom assessment to inform teaching and learning |  |
| * 1. **b) What kind of documentation is available to provide a rationale for the contextual data collected?**   For example:   * National assessment framework * International/regional assessment framework * Official learning standards document * Curriculum |  |
| * 1. **c) Is this documentation made available to relevant stakeholders?**   For example:   * Assessment instrument developers * Representatives from relevant national and sub-national government units or external agencies with major responsibilities in learning assessment * School leaders, teachers, students, parents * Education and professional development program providers * The general public * Other key stakeholder groups |  |
| * 1. **a) What kind of documentation is available that explains the design specifications of the assessment program?**   For example:   * Balanced distribution of assessment content * Efficiency in sample sizes * Appropriateness of assessment length * Stability of measures over time |  |
| * 1. **b) Is this documentation made available to relevant stakeholders?**   For example:   * Assessment instrument developers * Representatives from relevant national and sub-national government units or external agencies with major responsibilities in learning assessment * School leaders, teachers, students, parents * Education and professional development program providers * The general public * Other key stakeholder groups |  |

## QLE2 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE2 Assessment framework: There is documentation that clearly defines the knowledge and skills to be assessed in the learning domains, provides a rationale for the contextual data collected, and specifies the design of the assessment program. This documentation is made available to assessment instrument developers, key stakeholders and the public.** | | | |
| **QLE-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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## QLE2 Consolidated Evaluation

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

|  |  |  |
| --- | --- | --- |
| **Quality objective**  **QLE2 Assessment framework: There is documentation that clearly defines the knowledge and skills to be assessed in the learning domains, provides a rationale for the contextual data collected, and specifies the design of the assessment program. This documentation is made available to assessment instrument developers, key stakeholders and the public.** | | |
| **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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## QLE3 Description

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| **Quality objective**  **QLE3 Assessment instruments: Quality assurance mechanisms are in place to ensure the assessment instruments are reliable, valid and fair.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **Are the test instruments developed in alignment with the assessment framework or other documentation of the knowledge and skills to be assessed in the learning domain?**   *[Relate to QLE 2.1]* |  |
| * 1. **Are the contextual data collection instruments developed in alignment with the assessment framework or other documentation of the contextual data to be collected?**   *[Relate to QLE 2.2]* |  |
| * 1. **What quality assurance mechanisms are in place to ensure the developed test instruments are reliable, valid and fair?**   For example:   * All test items are reviewed by domain experts or assessment experts * All test items are piloted or field trialled before they are implemented in the main study * Test item statistics are created that are used to identify whether the test items are well targeted to the assessment population (in content, language level and range of expected and observed abilities within the population) * Where test instruments are developed in multiple languages, linguistic quality assurance procedures are in place to ensure the items are linguistically and psychometrically equivalent across multiple languages |  |
| * 1. **What quality assurance mechanisms are in place to ensure the developed contextual data collection instruments are reliable, valid and fair?**   For example:   * All contextual items are reviewed by questionnaire or assessment experts * All contextual items are piloted or field trialled before they are implemented in the main study * Item statistics are created that are used to investigate if the contextual items appropriately measure the intended construct * Where contextual instruments are developed in multiple languages, linguistic quality assurance procedures are in place to ensure the contextual items appropriately measure the intended construct |  |

## QLE3 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE3 Assessment instruments: Quality assurance mechanisms are in place to ensure the assessment instruments are reliable, valid and fair.** | | | |
| **QLE-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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## QLE3 Consolidated Evaluation

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

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| --- | --- | --- |
| **Quality objective**  **QLE3 Assessment instruments: Quality assurance mechanisms are in place to ensure the assessment instruments are reliable, valid and fair.** | | |
| **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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## QLE4 Description

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| **Quality objective**  **QLE4 Sampling: The sample, through the use of scientific sampling methods, helps to guarantee appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results.**  *[In the case of census assessments or examinations this key area should be skipped.]* | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) Is the target population for the assessment program clearly defined?** |  |
| * 1. **b) Are exclusions from the target population documented?** |  |
| * 1. **c) Does the sampling frame provide complete coverage of the defined target population?** |  |
| * 1. **d) Are sound probability sampling methods employed?** |  |
| * 1. **a) Are sampling standards defined that set requirements for *sample size*, that is, the required number of sampled units in the assessment to achieve a predefined level of precision?** |  |
| * 1. **b) Are sampling standards defined that set requirements for *response rates,* that is, the required percentage for school and student participation?** |  |
| * 1. **c) Are sampling standards defined that set requirements for *sample coverage of the target population,* that is, the required percentage of the target population, or a predefined percentage of allowed exclusions, as protection against bias?** |  |
| * 1. **a) Are the outcomes against the sampling standards documented?**   *[Relate to QLE 4.2 a, b and c]* |  |
| * 1. **b) Are the sampling outcomes made publicly available?**   For example:   * In a technical report * In the appendix of a results report |  |

## QLE4 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE4 Sampling: The sample, through the use of scientific sampling methods, helps to guarantee appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results.** | | | |
| **QLE-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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## QLE4 Consolidated Evaluation

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

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| --- | --- | --- |
| **Quality objective**  **QLE4 Sampling: The sample, through the use of scientific sampling methods, helps to guarantee appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results.** | | |
| **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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## QLE5 Description

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| **Quality objective**  **QLE5 Field operations: Quality assurance mechanisms are in place to ensure field operations are standardized, monitored and documented, so that the data are collected under the same conditions, independent of the administration context, in an efficient and secure manner.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) What kind of quality assurance mechanisms are in place to ensure field operations are standardized?**   For example:   * Test administration procedures are standardized to ensure each learner is tested under the same conditions * Field operations manuals are developed that clearly describe the standardized test administration procedures * Test administrators are trained in applying the standardized test administration procedures * Test administrators are certified * Quality monitors are employed to observe a proportion of the test administrations * Guidelines for recruiting test administrators and quality monitors are provided that ensure adequate capacity and objectivity * Adequate measures are in place to assure test security, that is, confidentiality of assessment material, participants and participants’ data |  |
| * 1. **b) Are the outcomes of the field operations quality assurance mechanisms documented?** |  |
| * 1. **c) Are the outcomes of the field operations quality assurance mechanisms made publicly available?**   For example:   * In a technical report * In the appendix of a results report |  |

## QLE5 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE5 Field operations: Quality assurance mechanisms are in place to ensure field operations are standardized, monitored and documented, so that the data are collected under the same conditions, independent of the administration context, in an efficient and secure manner.** | | | |
| **QLE-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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## QLE5 Consolidated Evaluation

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

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| --- | --- | --- |
| **Quality objective**  **QLE5 Field operations: Quality assurance mechanisms are in place to ensure field operations are standardized, monitored and documented, so that the data are collected under the same conditions, independent of the administration context, in an efficient and secure manner.** | | |
| **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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## QLE6 Description

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| --- | --- |
| **Quality objective**  **QLE6 Data management: Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **a) What kind of quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented?**   For example:   * There is a data codebook that sets out the structure of the database, specifies all variables in the database, and documents valid variable values * Quality control procedures are applied during data capture and processing (such as verification and validation protocols, data entry audit, data cleaning, standards for indices of inter-scorer agreement) * Data management manuals are developed that clearly describe the quality control procedures to be applied * Data management staff are trained in applying the quality control procedures |  |
| * 1. **b) Are the outcomes of the data management quality assurance mechanisms documented?** |  |
| * 1. **c)** **Are the outcomes of the data management quality assurance mechanisms made publicly available?**   For example:   * In a technical report * In the appendix of a results report |  |

## QLE6 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE6 Data management: Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented.** | | | |
| **QLE-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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## QLE6 Consolidated Evaluation

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

|  |  |  |
| --- | --- | --- |
| **Quality objective**  **QLE6 Data management: Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented.** | | |
| **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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## QLE7 Description

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| --- | --- |
| **Quality objective**  **QLE7 Data analysis: Technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the population(s) of interest. Analytical results are fully documented and reproducible.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **What kind of performance data are provided by this assessment program?**   For example:   * Scale scores * Performance levels on the scale * Performance level descriptions (‘described proficiency levels’) * Percent correct (per assessment task, per learning domain) * Performance standards (such as a letter grade, a number grade, a category (such as pass/fail), a scale score) * Linked performance data to monitor change over time and/or between grades, that is, the data collected at different time points is linked on a common scale |  |
| * 1. **At which levels of the education system can the assessment data be aggregated?**   For example:   * International/regional level * National level * Sub-national level, for example: * State, province or region * School level * Classroom level * Individual student level |  |
| * 1. **a) Are common descriptive analytic methods used?**   For example:   * Frequency analysis * Comparing mean scores * Comparing the variance in scores across groups |  |
| * 1. **b) Are standard errors calculated to provide information about the spread or variability of a sample statistic around its mean?** |  |
| * 1. **c) Are standard errors used to calculate the statistical significance of group comparisons?** |  |
| * 1. **d) Is regression analysis used to predict an outcome variable (for example, achievement) by one or more explanatory variables (for example, gender, language, and region)? Depending on the analytical model or research question, are different kinds of regression analyses performed?** |  |
| * 1. **e) Are reliable trend indicators computed based on consistent measures (that is, linked performance data)?** |  |
| * 1. **f) Are correction techniques in the form of sampling weights used to adjust the sample and account for the bias in the sample, in cases where samples do not proportionally represent the population?** |  |
| * 1. **Are all analysis techniques that are used for reporting purposes fully documented and described, in order to be reproducible?**   For example:   * In a technical report * In the appendix of a results report |  |

## QLE7 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.]*

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality objective**  **QLE7 Data analysis: Technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the population(s) of interest. Analytical results are fully documented and reproducible.** | | | |
| **QLE-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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## QLE7 Consolidated Evaluation

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

|  |  |  |
| --- | --- | --- |
| **Quality objective**  **QLE7 Data analysis: Technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the population(s) of interest. Analytical results are fully documented and reproducible.** | | |
| **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.]* |
|  |  |  |

## QLE8 Description

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| --- | --- |
| **Quality objective**  **QLE8 Reporting and dissemination: Appropriate products and approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.** | |
| **Guiding questions** | **Description and data sources** |
| * 1. **How are analytical results reported in order to provide meaningful information?**   *[Relate to QLE 7.1, 7.2, 7.3]*  For example:   * Scale scores, performance levels and described proficiency levels are indicated * Common descriptive statistics, including frequency analysis, comparison of mean scores, and comparison of the variance in scores across groups are provided * Standard errors or confidence intervals are indicated for each population estimate to provide information about the spread or variability of a sample statistic around its mean, and the statistical significance of any comparisons is reported * Outcomes of regression analysis are interpreted * Comparisons in performance of groups over time and/or between grades are reported |  |
| * 1. **a) Is a dissemination strategy developed to identify key stakeholder groups and their information needs, and appropriate reporting and dissemination products to address these?** |  |
| * 1. **b) What kind of reporting and dissemination products are developed?**   For example:   * Main results report with an executive summary * Policy briefs * School-level and individual student results reports *[in case of assessment designs that allow reporting at these levels]* * Press releases and media reports * Thematic reports (such as on gender) * Technical report documenting the methods and outcomes of quality assurance mechanisms * Assessment framework, including sample items and contextual instruments * Assessment database (anonymized), including documentation * Conferences and workshops * Assessment or Ministry/government website * Blogs and social media |  |
| * 1. **c) Which key stakeholder groups are typically targeted with these products?** |  |
| * 1. **d) Is there any information available from key stakeholder groups about the appropriateness and effectiveness of the products developed?** |  |
| * 1. **What measures are in place to support the appropriate use of the assessment data and results by various key stakeholder groups?**   For example:   * The assessment database and key findings are released in a timely manner * The released assessment database is anonymized * The released assessment database includes documentation of the structure and content of the database, for example, in the form of a codebook * Any limitations in the assessment data that could have an impact on the analytical results and the inferences made are acknowledged in reporting, such as unreliable trend analysis due to inappropriate linking methods, change in target population, change in data collection methods, change in assessment content, limitations in sample coverage of the population, low response rates, etc. * All reports and dissemination products are reviewed (internally and externally) by appropriate experts |  |

## QLE8 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**  **QLE8 Reporting and dissemination: Appropriate products and approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.** | | | |
| **QLE-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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## QLE8 Consolidated Evaluation

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

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| **Quality objective**  **QLE8 Reporting and dissemination: Appropriate products and approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.** | | |
| **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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