



Analysis of National Learning Assessment Systems [ANLAS]

Synthesis tables

September 2019



# ANLAS Synthesis

*[Detailed instructions for undertaking the synthesis and a glossary of key terms are provided in the ANLAS Manual (see sections 4.3, 4.4 and 5).]*

## Synthesis table 1: Overview of ANLAS findings

*[Complete Exhibit 1 below for each dimension.* ***Enter the respective key area and quality objective*** *according to the* ***consolidated*** *evaluation category recorded in the analytical tables. For dimension 2A Quality of large-scale assessment and examination, add a new table and subheading for each assessment program included in ANLAS. For dimension 2B Quality of classroom assessment, add a new table and subheading for the relevant levels of school education that need to be differentiated. Add or delete rows as needed.]*

Exhibit 1: Overview of ANLAS findings

| Dimension 1: Context of the assessment system (CN) | | |
| --- | --- | --- |
| **1. Achieved.** Currently no improvements needed | **2. Partly achieved.** Improvements can be made | **3. Not achieved.** Improvements are required |
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| Dimension 2A: Quality of large-scale assessment and examination (QLE) *[Indicate the name of assessment program 1]* | | |
| **1. Achieved.** Currently no improvements needed | **2. Partly achieved.** Improvements can be made | **3. Not achieved.** Improvements are required |
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| Dimension 2B: Quality of classroom assessment (QCA) *[Indicate the level of school education]* | | |
| **1. Achieved.** Currently no improvements needed | **2. Partly achieved.** Improvements can be made | **3. Not achieved.** Improvements are required |
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| Dimension 3: Coherence of the assessment system (CH) | | |
| **1. Achieved.** Currently no improvements needed | **2. Partly achieved.** Improvements can be made | **3. Not achieved.** Improvements are required |
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## Synthesis table 2: ANLAS findings and recommendations

*[Complete Exhibit 2 below for each dimension. Enter the* ***consolidated*** *evaluation category, aspects for improvement and recommendations recorded in the analytical tables. For dimension 2A Quality of large-scale assessment and examination, add a new table and subheading for each assessment program included in ANLAS. For dimension 2B Quality of classroom assessment, add a new table and subheading for the relevant levels of school education that need to be differentiated.]*

Exhibit 2: ANLAS findings and recommendations

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| Dimension 1: Context of the assessment system (CN) | | | |
| **Key area and quality objective** | **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.]* |
| **CN1 Legislation or policy:** The assessment system is guided by legislation or policy. |  |  |  |
| **CN2 Institutional arrangements and governance structures:** The government has well-established institutional arrangements for learning assessment with clear governance structures. |  |  |  |
| **CN3 Funding:** The government provides sufficient and stable funding for the assessment system. |  |  |  |
| **CN4 Leadership:** The government demonstrates leadership and political will in support of the assessment system. A strategy is in place to promote learning assessment, effective implementation, and dissemination of findings to key stakeholders. |  |  |  |
| Dimension 2A: Quality of large-scale assessment and examination (QLE) ***[Indicate the name of assessment program 1]*** | | | |
| **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. |  |  |  |
| **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. |  |  |  |
| **QLE3 Assessment instruments:**  Quality assurance mechanisms are in place to ensure the assessment instruments are reliable, valid and fair. |  |  |  |
| **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.]* |  |  |  |
| **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. |  |  |  |
| **QLE6 Data management:** Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented. |  |  |  |
| **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. |  |  |  |
| **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. |  |  |  |
| Dimension 2B: Quality of classroom assessment (QCA) ***[Indicate the level of school education]*** | | | |
| **QCA1 Guidelines:** There are official guidelines or recommendations for classroom assessment. |  |  |  |
| **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. |  |  |  |
| **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. |  |  |  |
| **QCA4 Assessment methods:** Teachers use multiple assessment methods in order to support valid and reliable assessment of students’ learning. |  |  |  |
| **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. |  |  |  |
| **QCA6 Use of data in teaching and learning:** Data from classroom assessment is used to improve teaching and learning. |  |  |  |
| Dimension 3: Coherence of the assessment system (CH) | | | |
| **CH1 Learning standards and curriculum:** The assessment system provides relevant data on students’ knowledge and skills in key learning domains. The knowledge and skills assessed focus on the application of knowledge and demonstration of skills, and are aligned with official learning standards or curriculum. |  |  |  |
| **CH2 Education system structure:** The assessment system provides relevant data on the state and progress of students’ learning at key stages of primary and secondary school education, and for relevant levels of the education system. |  |  |  |
| **CH3 Education priorities:** The assessment system provides robust evidence on students’ learning, and the contexts in which learning takes place, to inform priorities in education policy and practice. The purpose of assessment programs is clearly defined. |  |  |  |
| **CH4 System-level data use:** Assessment data is used for evidence-based policy and decision making. |  |  |  |