READ country presentation Angola

SESSION 6
Issues in Interpreting Student Assessment Results

READ Regional Workshop

Maputo, Mozambique

December 3-5, 2012

Context of assessment reforms

- Expansion of school enrolment
- Concerns about education quality
- Greater focus on learning
- Need to monitor learning

- Building assessment capacity
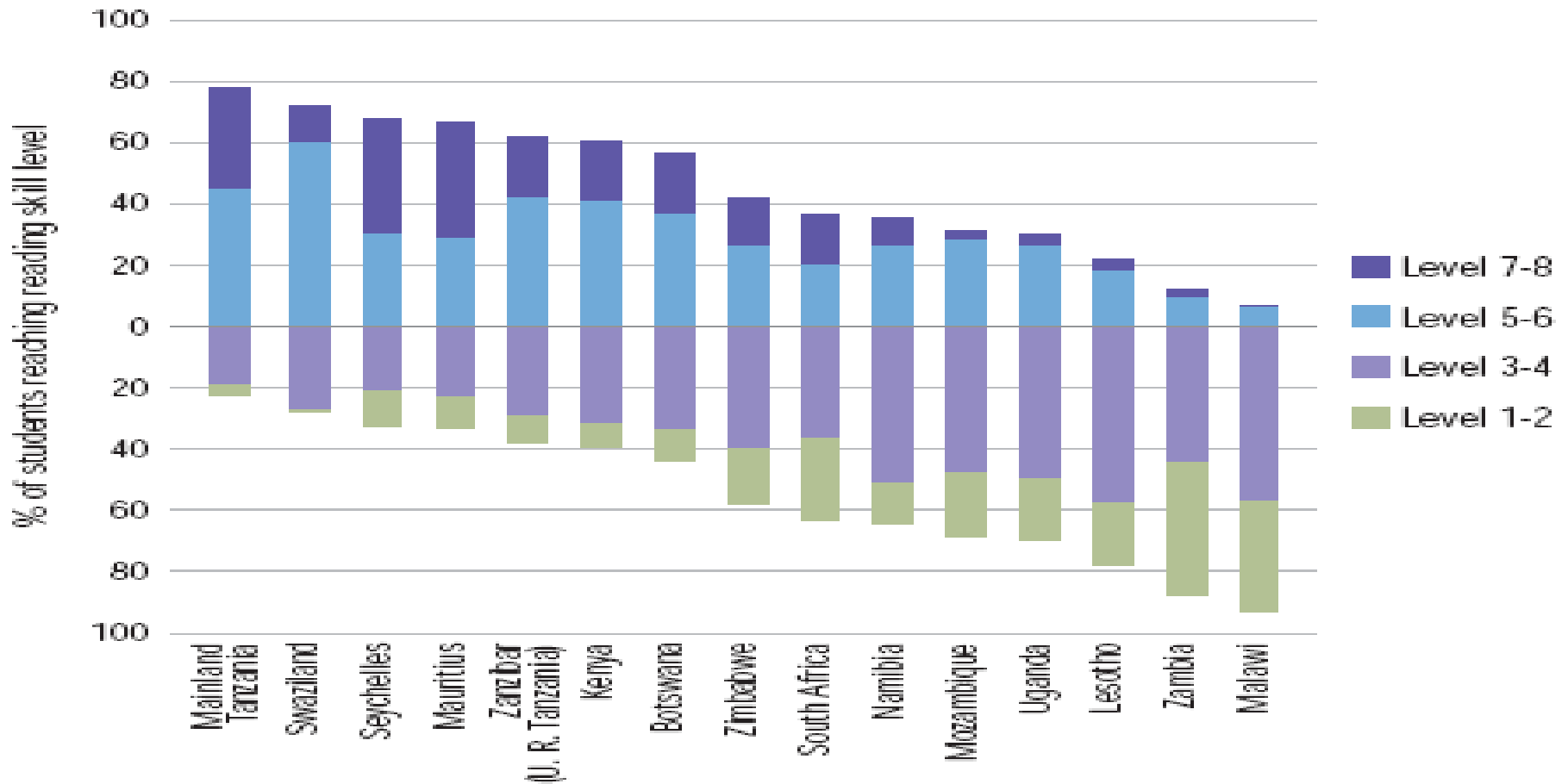
More children going to school

Sub-Saharan Africa

- Total Primary School enrolment
  - 1999: 82 million
  - 2007: 124 million
- Net enrolment increased from 56% to 73%

Source: Education for All Global Monitoring Report 2010.

Poor Education Quality

Percentage of grade 6 students reaching SACMEQ skill levels for reading, 2007

Source: See Figure 1.37 in the 2011 *EFA Global Monitoring Report.*

Not enough improvements

Levels and trends in pupil achievement for SACMEQ countries

|	Pupil reading score			Pupil mathematics score		
	2000	2007		2000	2007	
Botswana	521.1	534.6	▲	512.9	520.5	▶
Kenya	546.5	543.1	▶	563.3	557.0	▶
Lesotho	451.2	467.9	▲	447.2	476.9	▲
Malawi	428.9	433.5	▶	432.9	447.0	▲
Mauritius	536.4	573.5	▲	584.6	623.3	▲
Mozambique	516.7	476.0	▼	530.0	483.8	▼
Namibia	448.8	496.9	▲	430.9	471.0	▲
Seychelles	582.0	575.1	▶	554.3	550.7	▶
South Africa	492.3	494.9	▶	486.1	494.8	▶
Swaziland	529.6	549.4	▲	516.5	540.8	▲
Tanzania	545.9	577.8	▲	522.4	552.7	▲
Uganda	482.4	478.7	▶	506.3	481.9	▼
Zambia	440.1	434.4	▶	435.2	435.2	▶
Zanzibar	478.2	533.9	▲	478.1	486.2	▶
Zimbabwe[1]	504.7	507.7	▶	××	519.8	××
SACMEQ	**500.0**	**511.8**	▲	**500.0**	**509.5**	▶

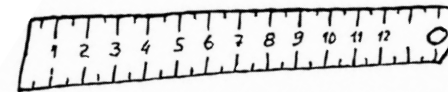▲ Increased by 10 points or more   ▶ Minimal change (less than ±10)   ▼ Decreased by 10 points or more

[1]Zimbabwe did not participate in the SACMEQ II Project (2000) and the value given in grey (reading) is from the SACMEQ I Project (1995).
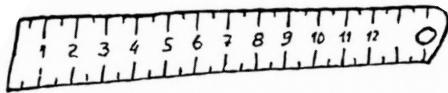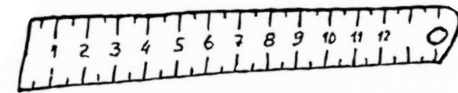
Monitoring learning
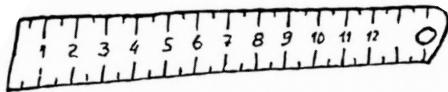
2000

2007

Monitoring learning

Region 1

Region 2

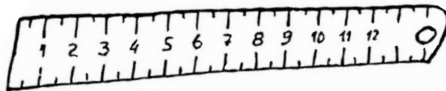# Session 6, Activity 1: Ensuring valid comparisons

- In pairs, read the Assessment Vignette and identify threats to the validity of the assessment results.
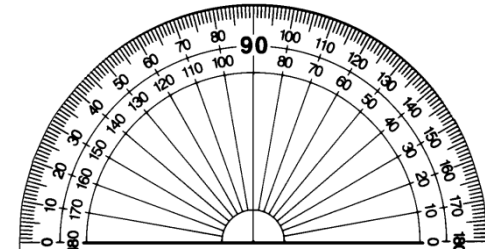
Issues in Interpreting Test Results

- Comparability of tests

- Standardized procedures

- Equivalent populations and samples

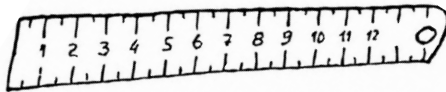# Issues in interpreting test results
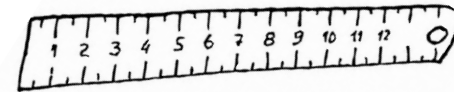## **Comparability of tests**

2000

2007

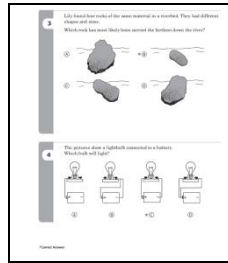# If you want to measure change, don't change the test

2000

2007

Issues in interpreting test results
Comparability of tests

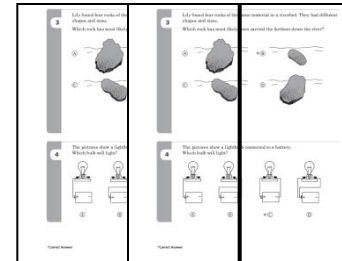**Parallel tests**
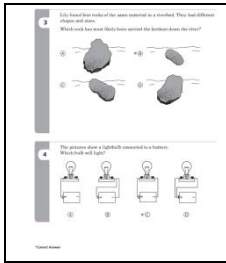
Equated tests

- Different tests
- Equivalent questions
- Same difficulty level
- Same content and skills
- Tests assumed to be on the same scale
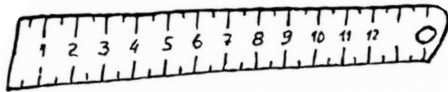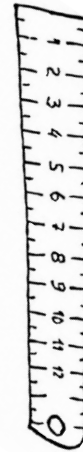- Classical test theory

- Different tests
- Core and unique questions
- Difficulty level may vary
- Content and skills may vary
- Tests brought to the same scale
- IRT scale

Issues in interpreting test results
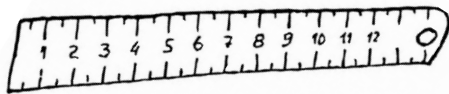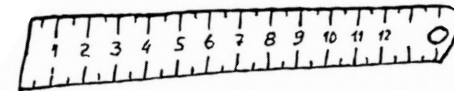## **Standardized Procedures**

2000

2007

Issues in interpreting test results
Changing the student sample
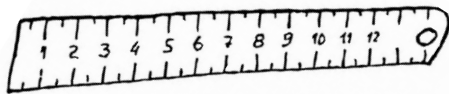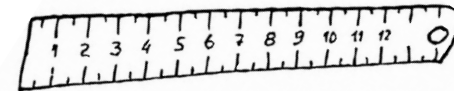

2000

2007

Issues in interpreting test results
Changes in the student population
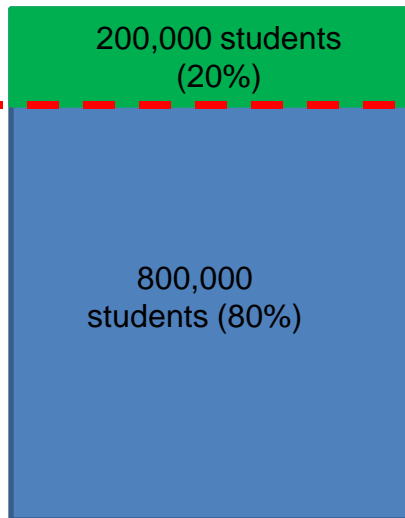

2000
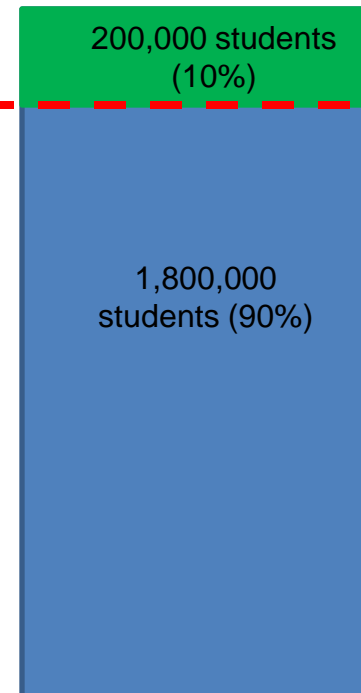
2007

Interpreting test scores

2000
1 million students in schools
200,000 students reaching the
standard (20%)

2007
2 million students in schools
200,000 students reaching the
standard (10%)

200,000 students
(20%)

200,000 students
(10%)

800,000
students (80%)

1,800,000
students (90%)

Which one is more correct?

School quality getting worse:
Percent of students reaching the standard decreased from 20% to 10%

Big achievements:
1 million more students in school; learning levels are stable

Issues to consider

Issues to consider

- Are the test instruments comparable?

- Was the test administration standardized?

- Are the student samples and populations equivalent?

- Are there any other assessment-related factors that may affect results?

- What education-related factors may explain changes in results?

Obrigada

Thank you