

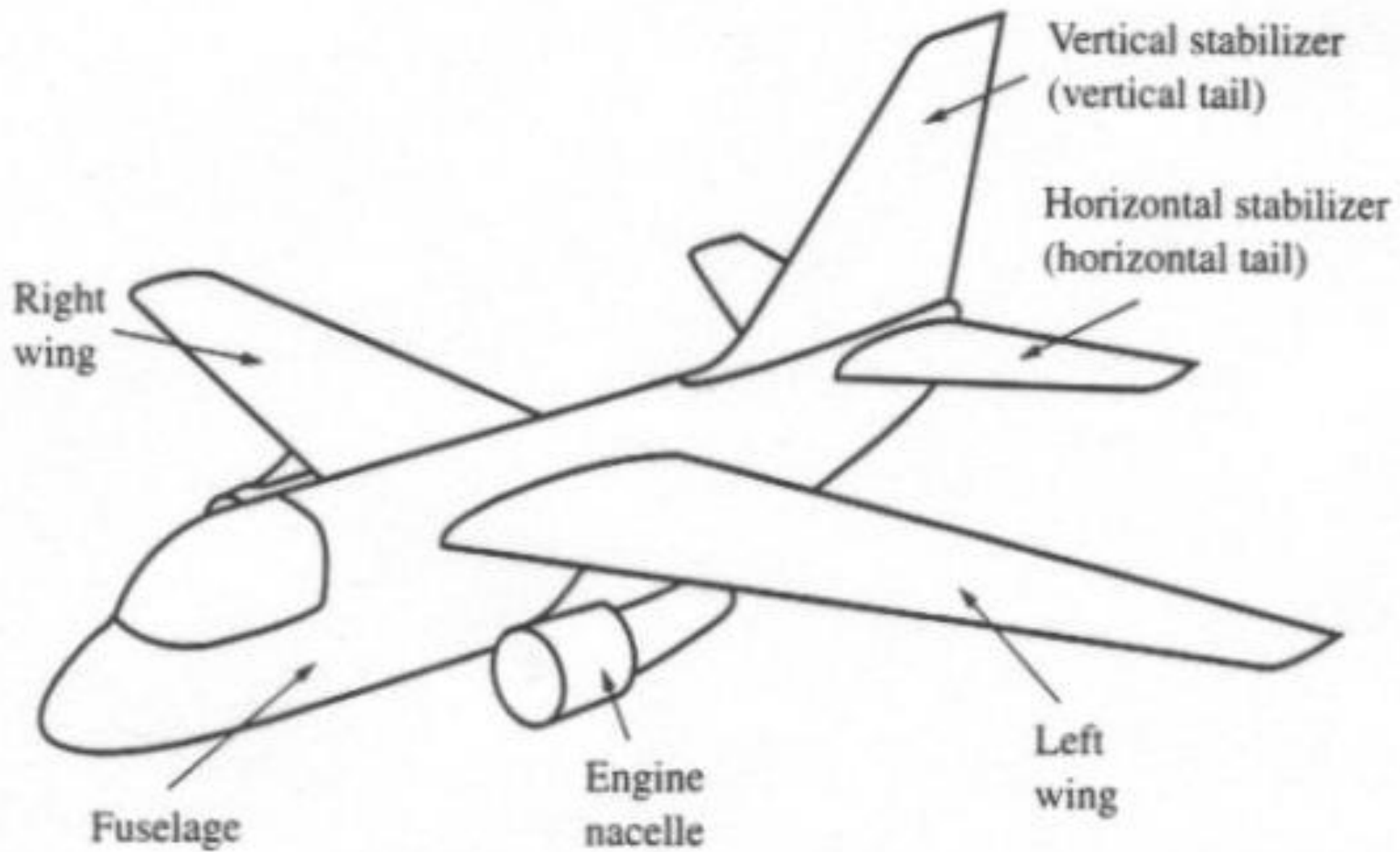
SESSION 1

National and International Large-Scale Assessments

READ Regional Workshop

Astana, Kazakhstan

September 19, 2012





Session objectives

- Participants can
 - analyze real-life cases involving large-scale assessments
 - make informed decisions and suggestions to improve large-scale assessments



Main international assessments



• Trends in International Mathematics and Science Study (TIMSS)

- Mathematics and science
- Grades 4, 8, (12)
- Administered in 1995, 1999, 2003, 2007, and 2011



• Progress in International Reading Literacy Study (PIRLS)

- Reading
- Grade 4, (5, 6)
- Administered in 2001, 2006, and 2011



• Program for International Student Assessment (PISA)

- Reading, mathematics and science
- Students at age 15
- Administered in 2000, 2003, 2006, 2009, and 2012

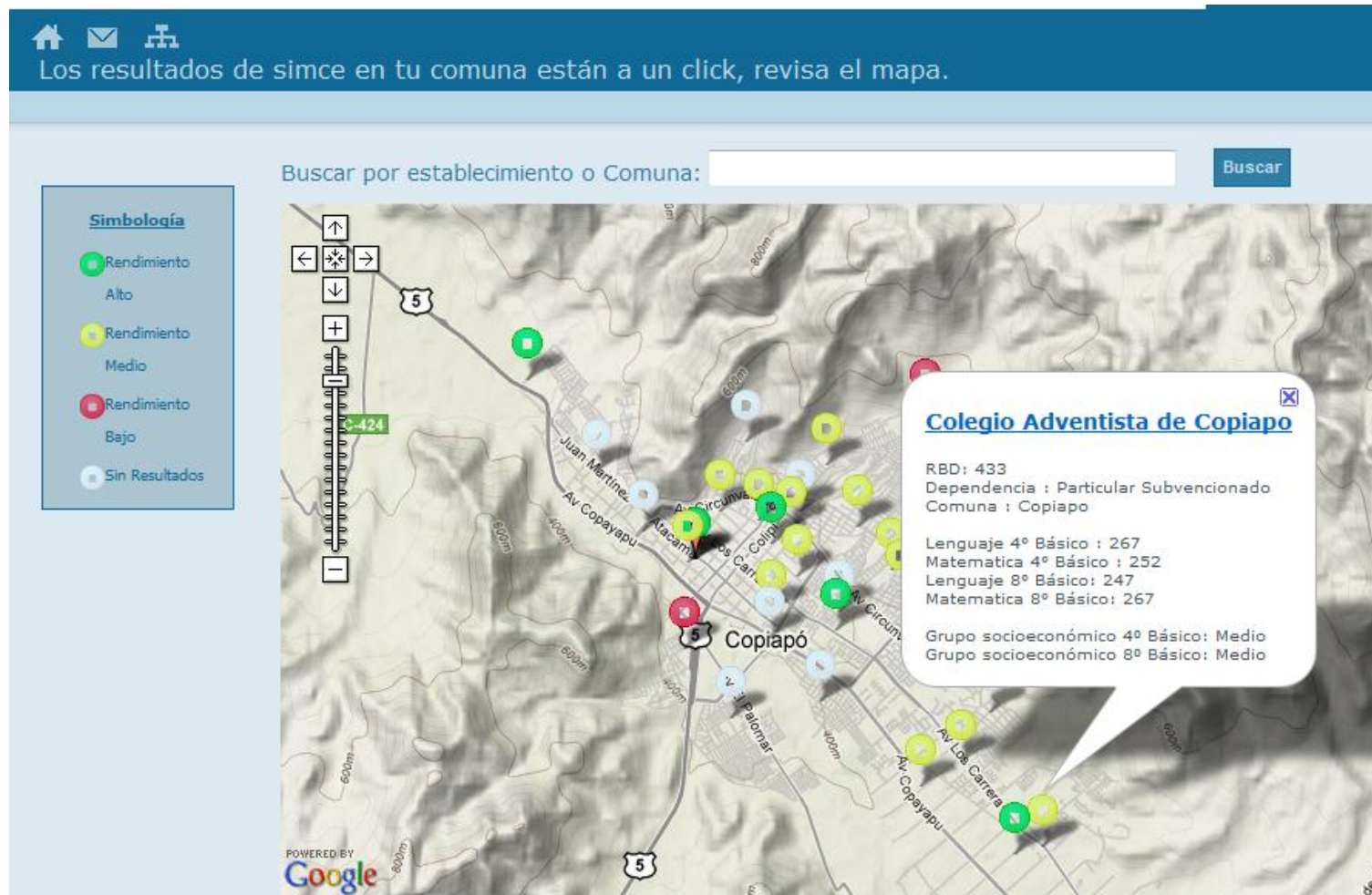
READ country presentation

Activity 1: To participate or not in an International Large-Scale Assessment (ILSA)?

1. What are the pros and cons of participating in an ILSA?
2. To what extent would you recommend that your country participate (or not) in an ILSA?
3. What resources would be required in order for your country to successfully participate in an ILSA?

Activity 2:

Evaluating one approach to disseminating results



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Evaluating one approach to disseminating results

At your table, discuss the following:

1. How well do the stoplights serve the purpose of holding schools accountable? How well do they serve the purpose of supporting schools?
2. Was it fair for schools to be shown as “red”?
3. What lessons can you extract from this case for your own country context?

Key lessons

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- Ensure stakeholders support
- Consider the likely impact of different communication approaches
- Use technology and metaphors
- Ensure fair comparisons
- Ensure sufficient resources