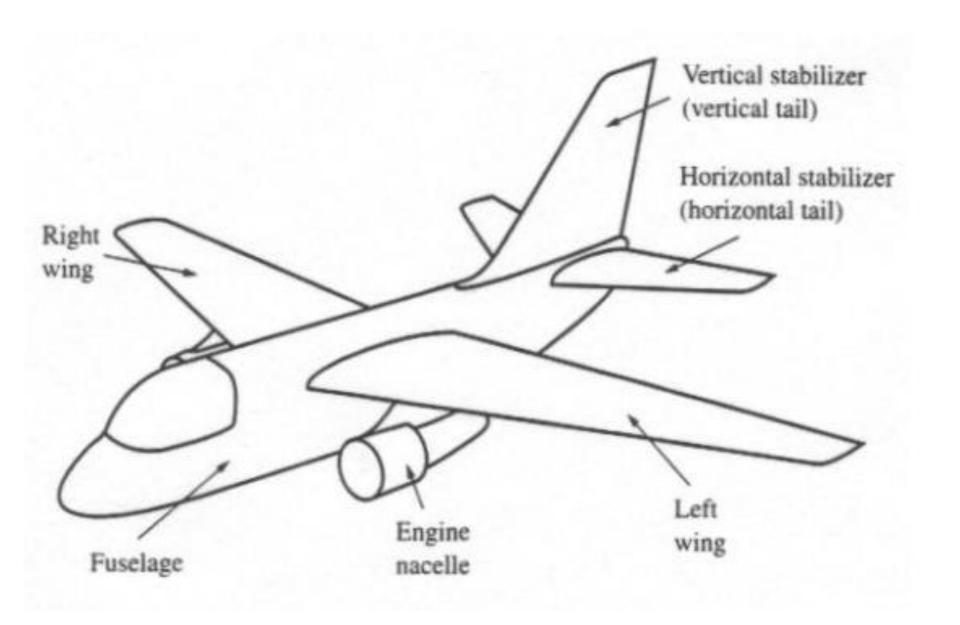
SESSION 1 National and International Large-Scale Assessments

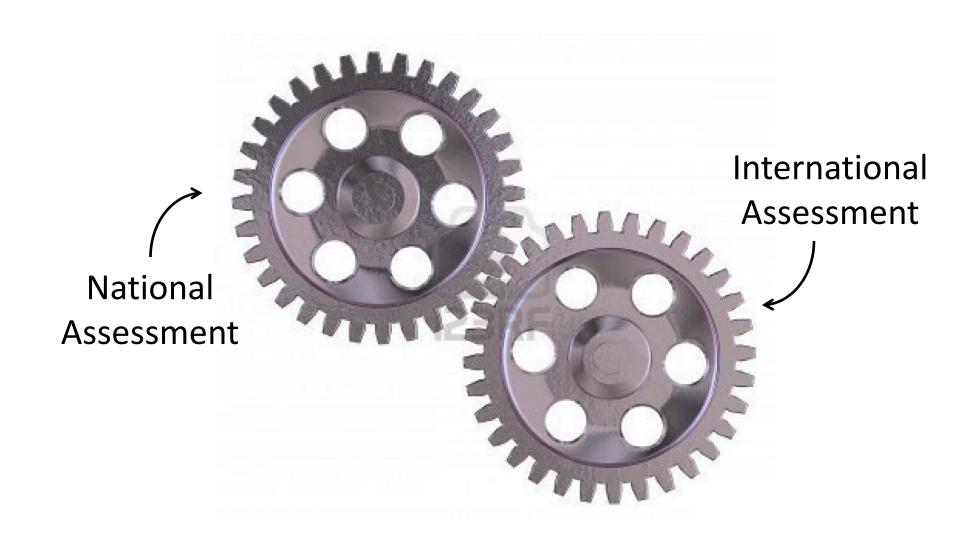
READ Regional Workshop

Astana, Kazakhstan September 19, 2012







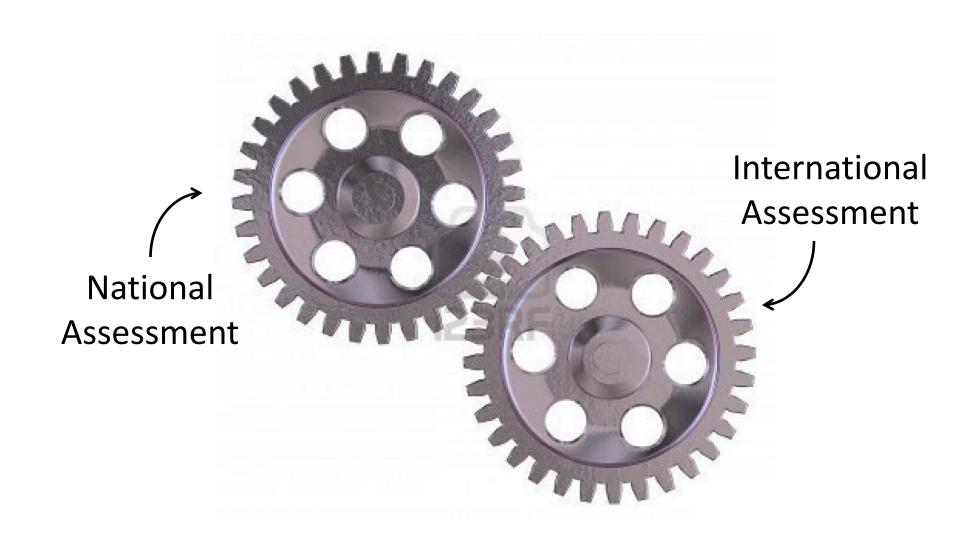




Session objectives

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







Main international assessments





- 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



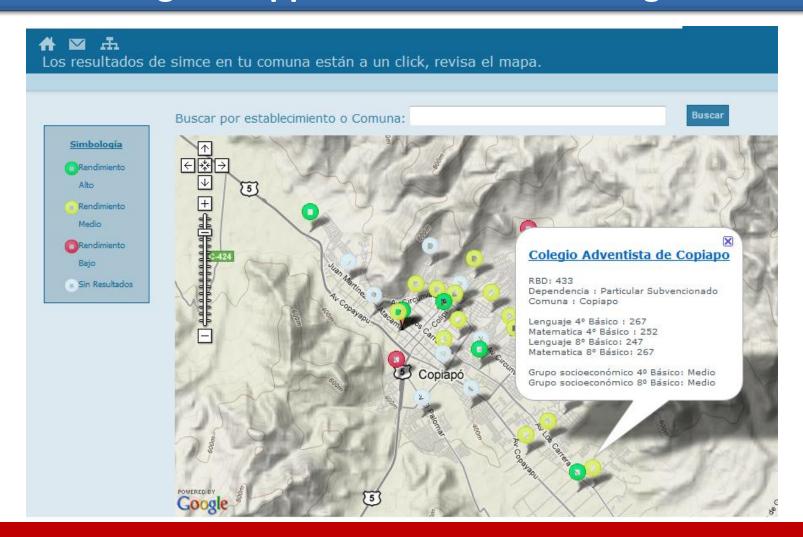
Activity 1: To participate or not in an International Large-Scale Assessment (ILSA)?

- 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





Activity 2:

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



Key lessons

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

