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%

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.
## Levels and trends in pupil achievement for SACMEQ countries

<table>
<thead>
<tr>
<th></th>
<th>Pupil reading score</th>
<th></th>
<th>Pupil mathematics score</th>
<th></th>
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<tbody>
<tr>
<td>Botswana</td>
<td>521.1</td>
<td>534.6</td>
<td>▲</td>
<td>512.9</td>
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<td>543.1</td>
<td></td>
<td>563.3</td>
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<td>467.9</td>
<td>▲</td>
<td>447.2</td>
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<td>573.5</td>
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<td>476.0</td>
<td>▼</td>
<td>530.0</td>
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<tr>
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<td>430.9</td>
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<td>575.1</td>
<td>▲</td>
<td>554.3</td>
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<tr>
<td>South Africa</td>
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<td>494.9</td>
<td>▲</td>
<td>486.1</td>
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<td>Swaziland</td>
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<td>549.4</td>
<td>▲</td>
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<tr>
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<td>434.4</td>
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<tr>
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<td>▲</td>
<td>478.1</td>
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<td>Zimbabwe¹</td>
<td>504.7</td>
<td>507.7</td>
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<td>xx</td>
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<td><strong>SACMEQ</strong></td>
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<td><strong>511.8</strong></td>
<td>▲</td>
<td><strong>500.0</strong></td>
</tr>
</tbody>
</table>

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

¹Zimbabwe 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

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

Equated tests

- 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%)
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