

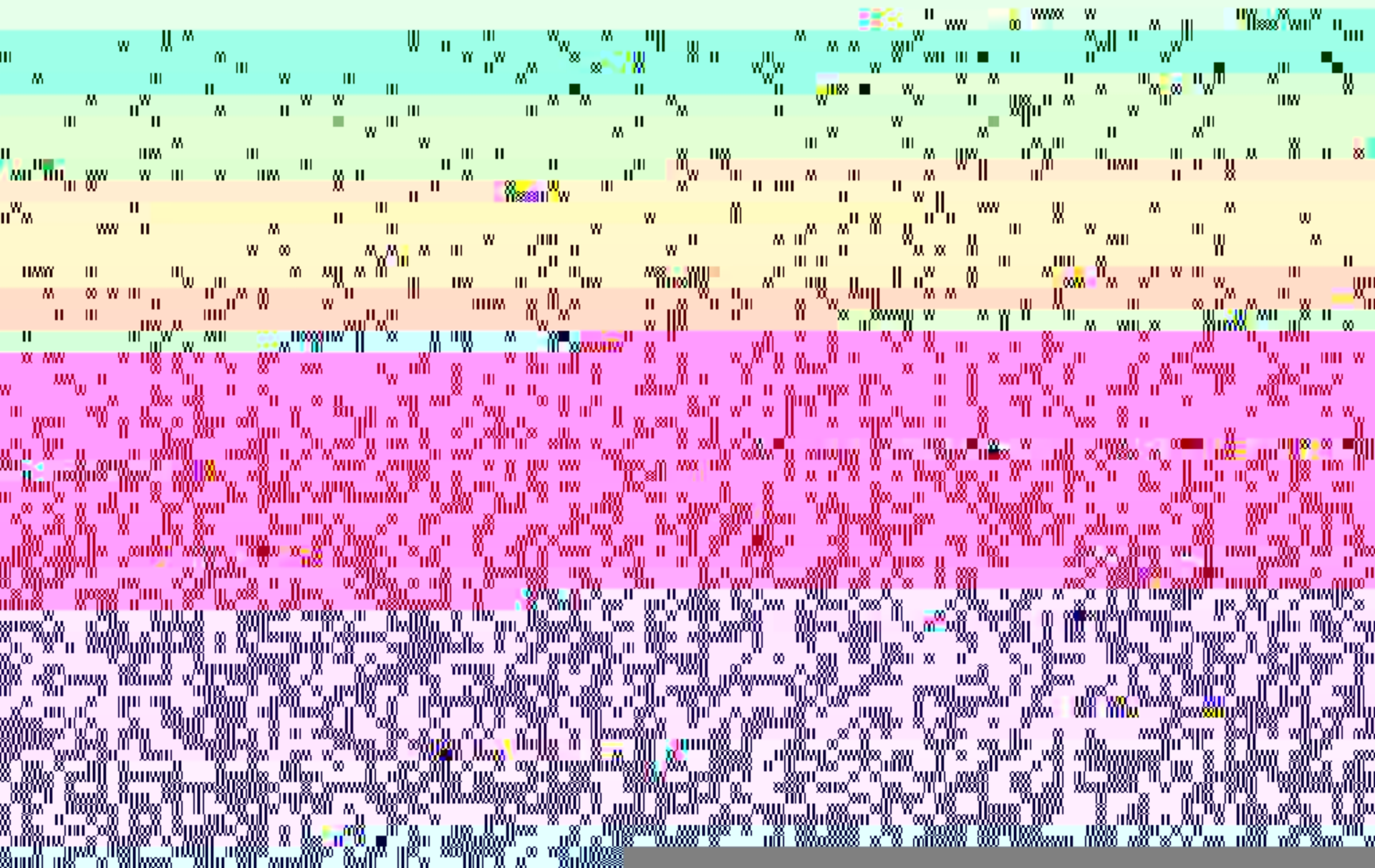


Effective Use of Large-Scale Assessment Results for Equity Purposes

READ Global Conference
Eschborn, Germany
October 23- 26, 2011

Anil Kanjee
READ Technical Group

Outline



Acknowledgements

UNICEF ó commission paper on Learning Outcomes, Assessment and Equity

Gauteng Department of Education (SA) ó project on development of a national framework for reporting assessment scores

Large-scale assessment surveys

Conducted at different levels

International

Regional

National

Provides information to:

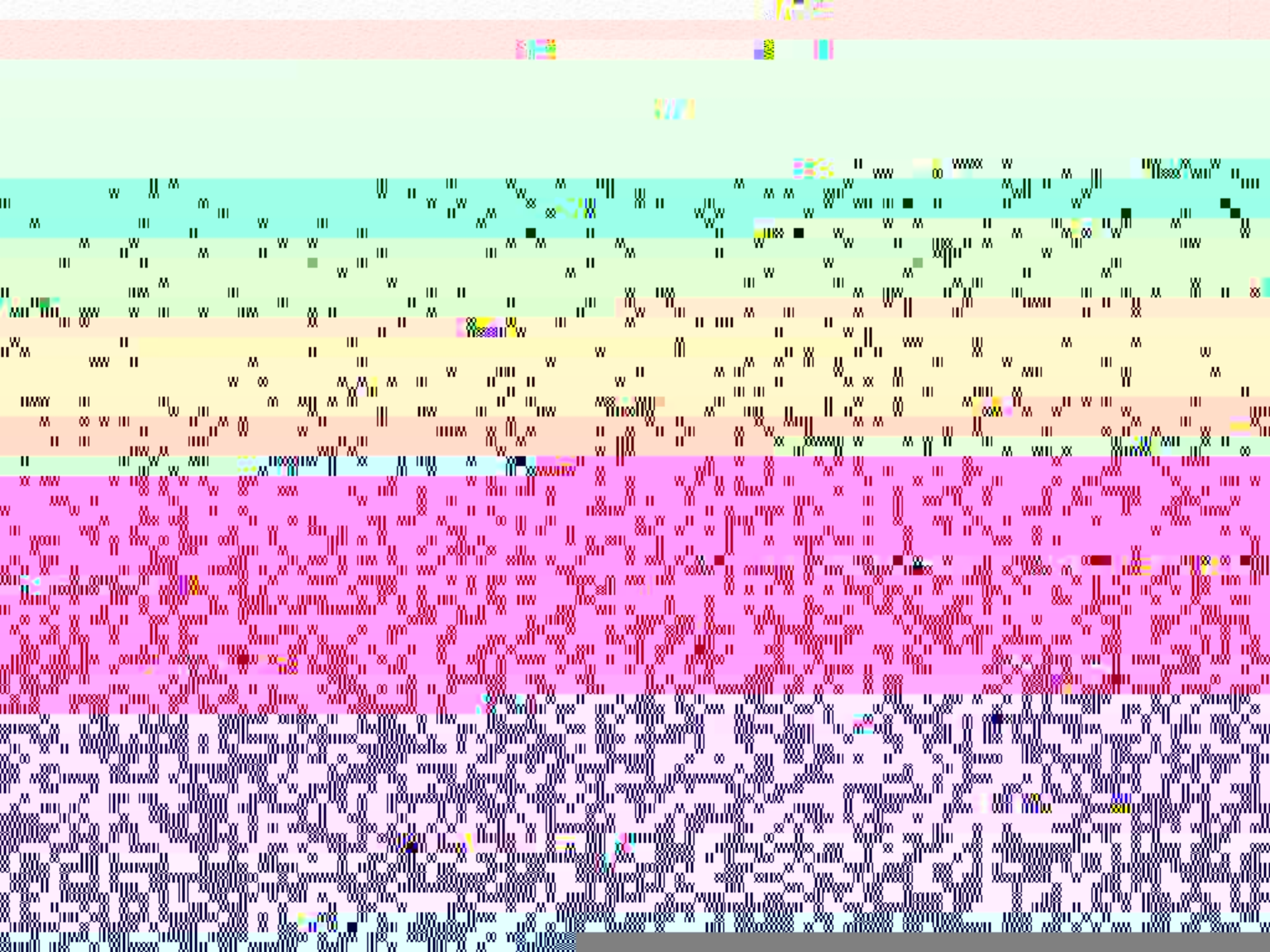
Identify subgroups in need of resources and/or interventions

Monitor context of learning and teaching

Track student performance

Review effects of policies

Evaluate programs and research projects



Assessment & Equity

It is only when teaching and learning does not adequately meet the needs of learners that problems arise in the pursuit of equity in the assessment of diverse populations (Gordon, 1995)

Especially for the *weakest* learners and not how well the best learners perform
In learning terms - its about raising the platform for the *weakest*

Assessment & Equity - 2

That

Levels of assessment impact

Technical Level

Application level

Systemic

Impact both Policy and Practice

1. Technical level

Comprises item writing, test development, administration and marking of instruments, analysis, reporting and dissemination of data as well as issues of reliability and validity.

2. Application Level

Comprises the effective use of assessment information to improve learning of specific individuals or groups of individuals.

3. Systemic Level

Comprises the use of assessment information to effect changes at the level of national, provincial/state or district

Potential impact on equity

Impact can be positive or negative

High - implies that impact is substantial

low - implies that the impact is negligible

can be both high and low

LSAS: Technical & Application level

Impact on equity is relatively low due to:

Use of sampling

Technical procedures applied is **often** very rigorous

especially true for regional and international surveys

LSAS: Systemic Level

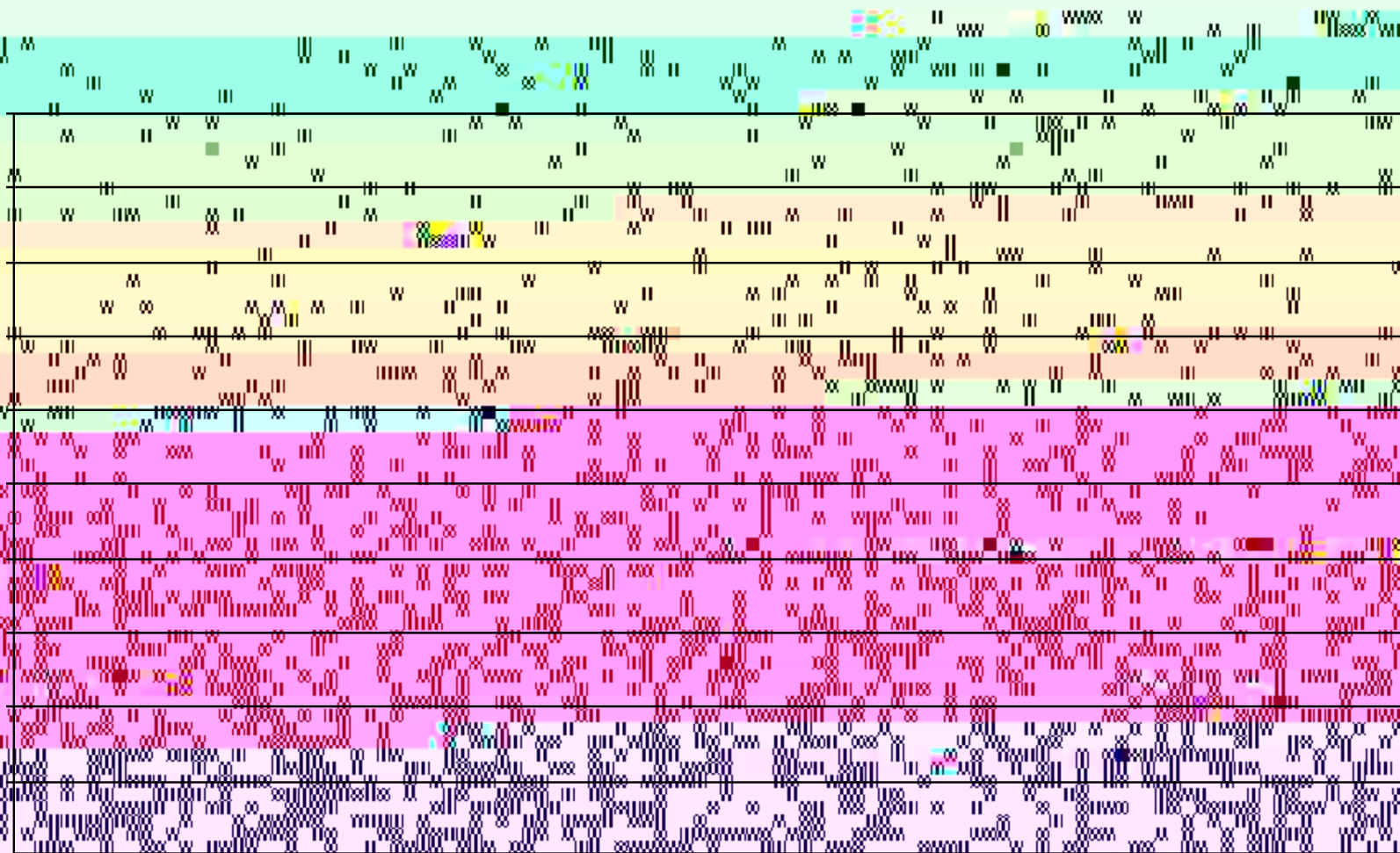
Potential impact on equity **High**

Report on performance levels of:

different sub-groups within population of learners, and
different levels of an education system, i.e. district or

Information on District Performance

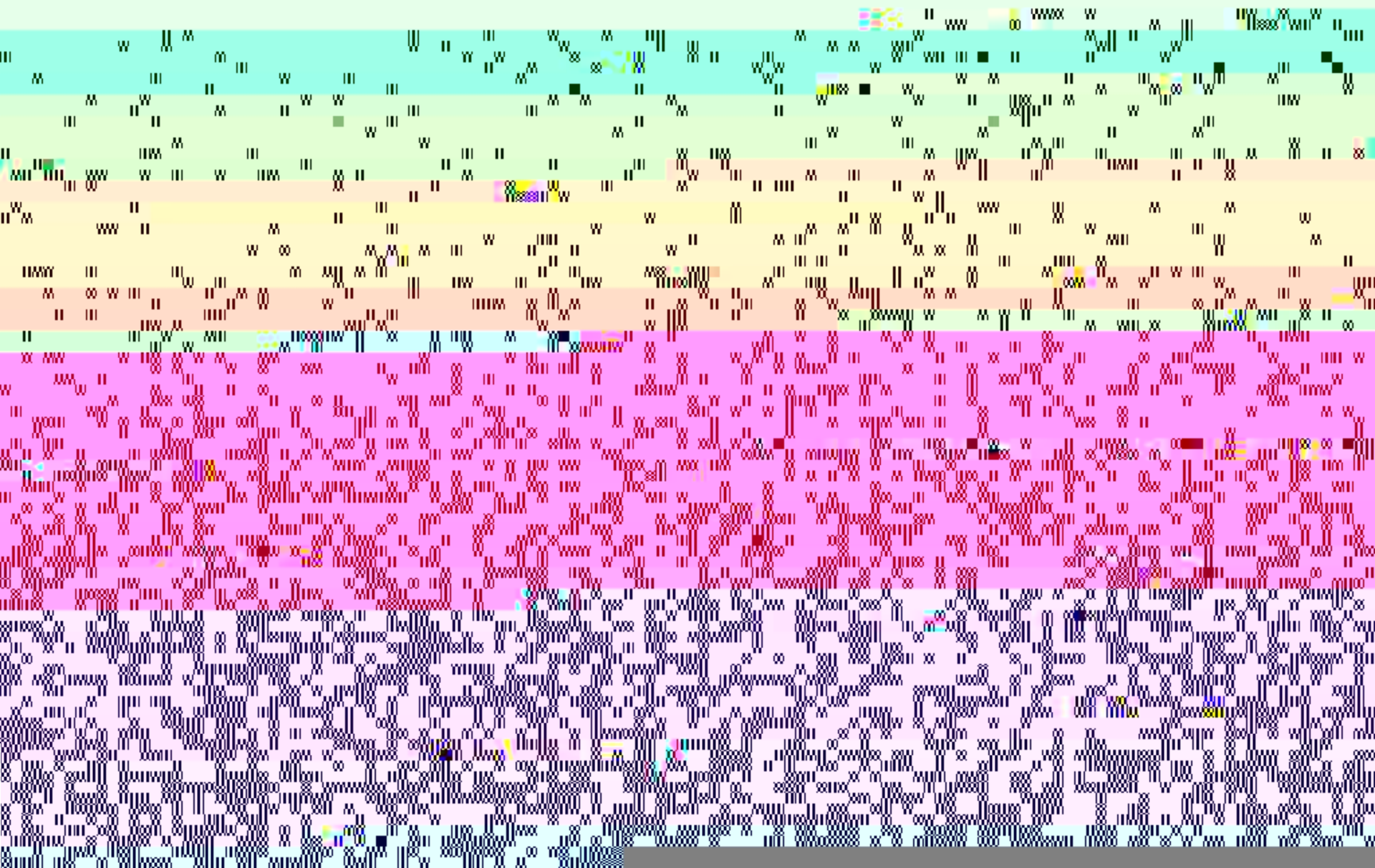
Mean % score

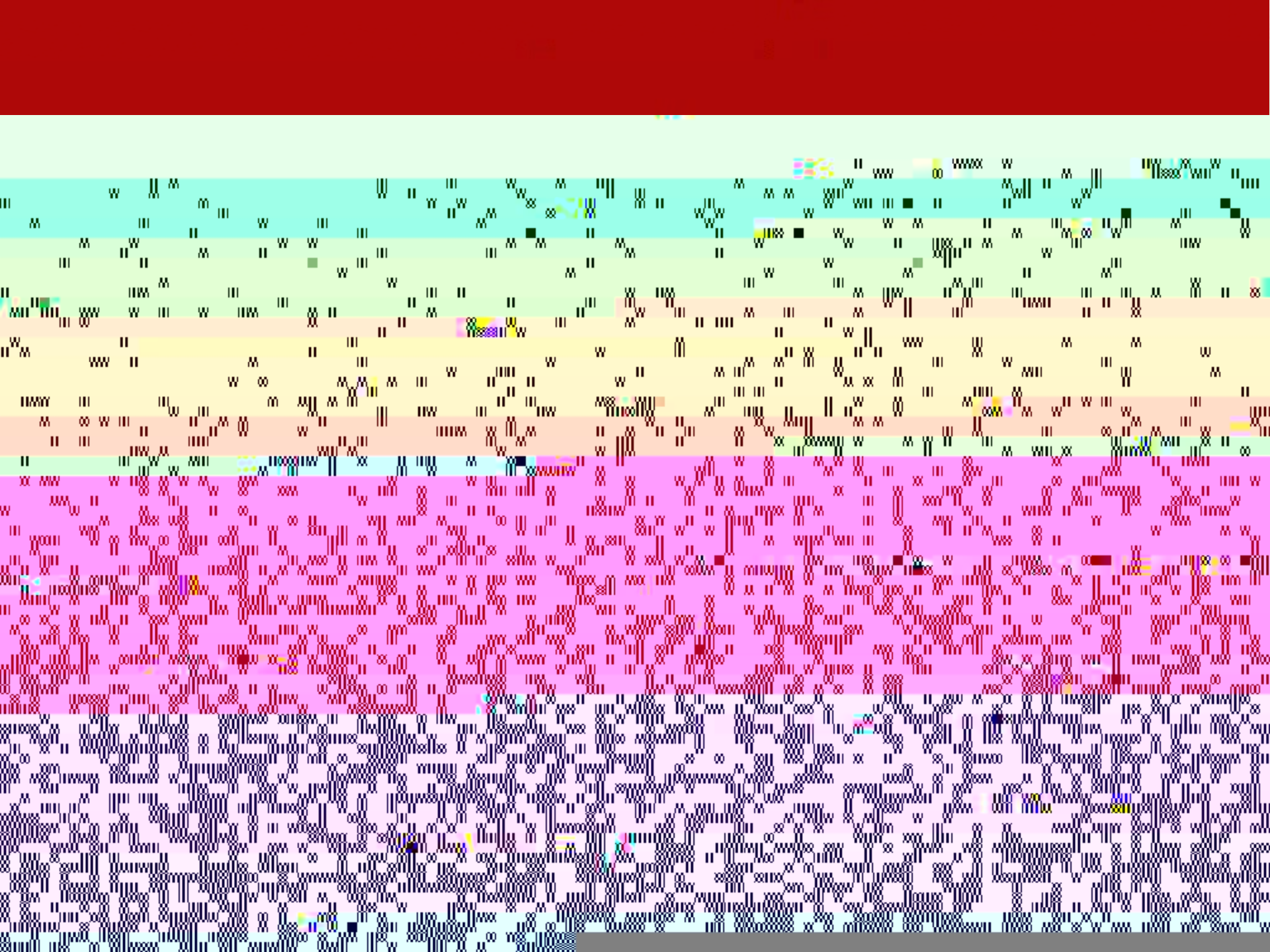


Districts

DBE 2010

SAef*EMC /P /MCID 2 55en-USIM

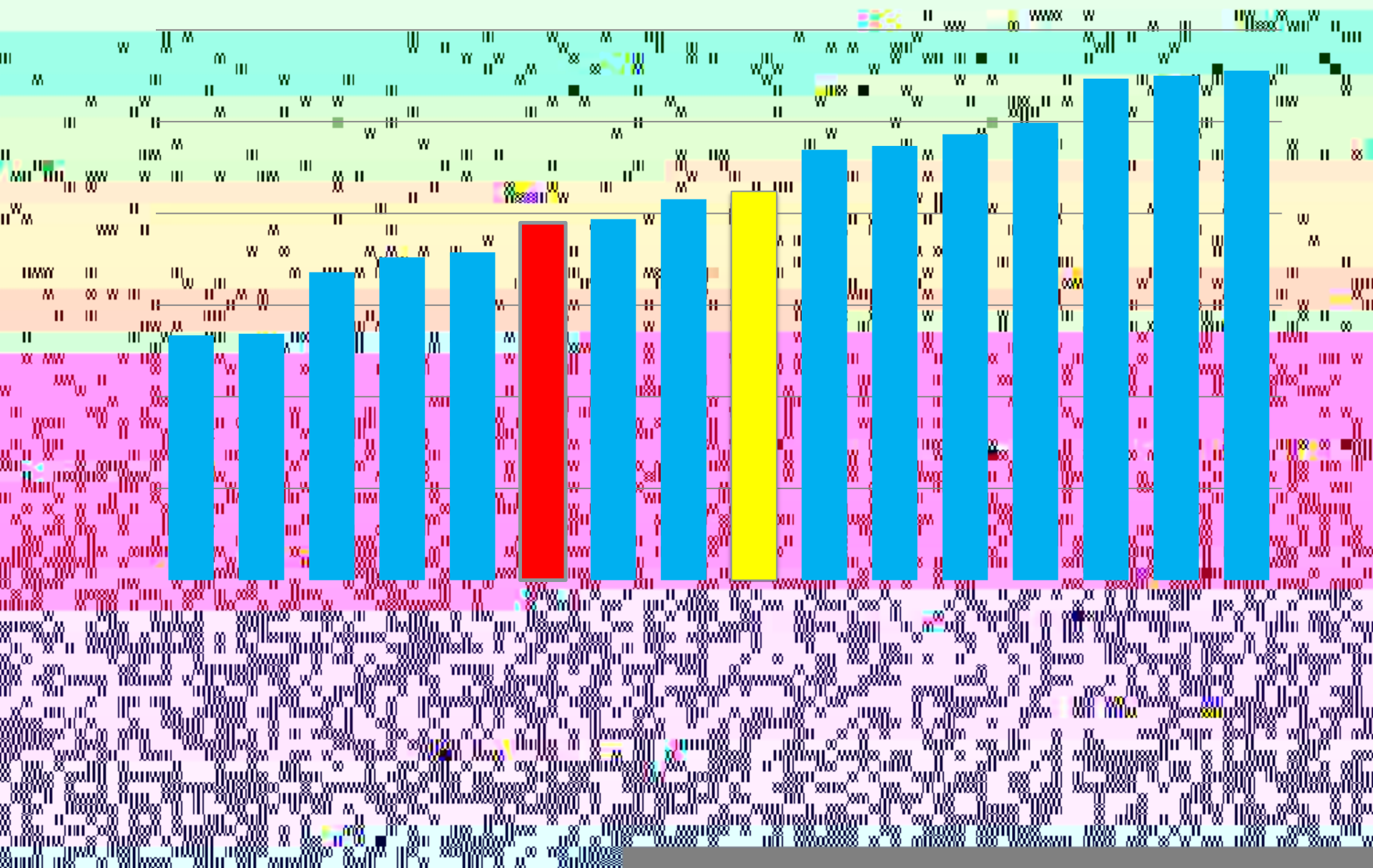




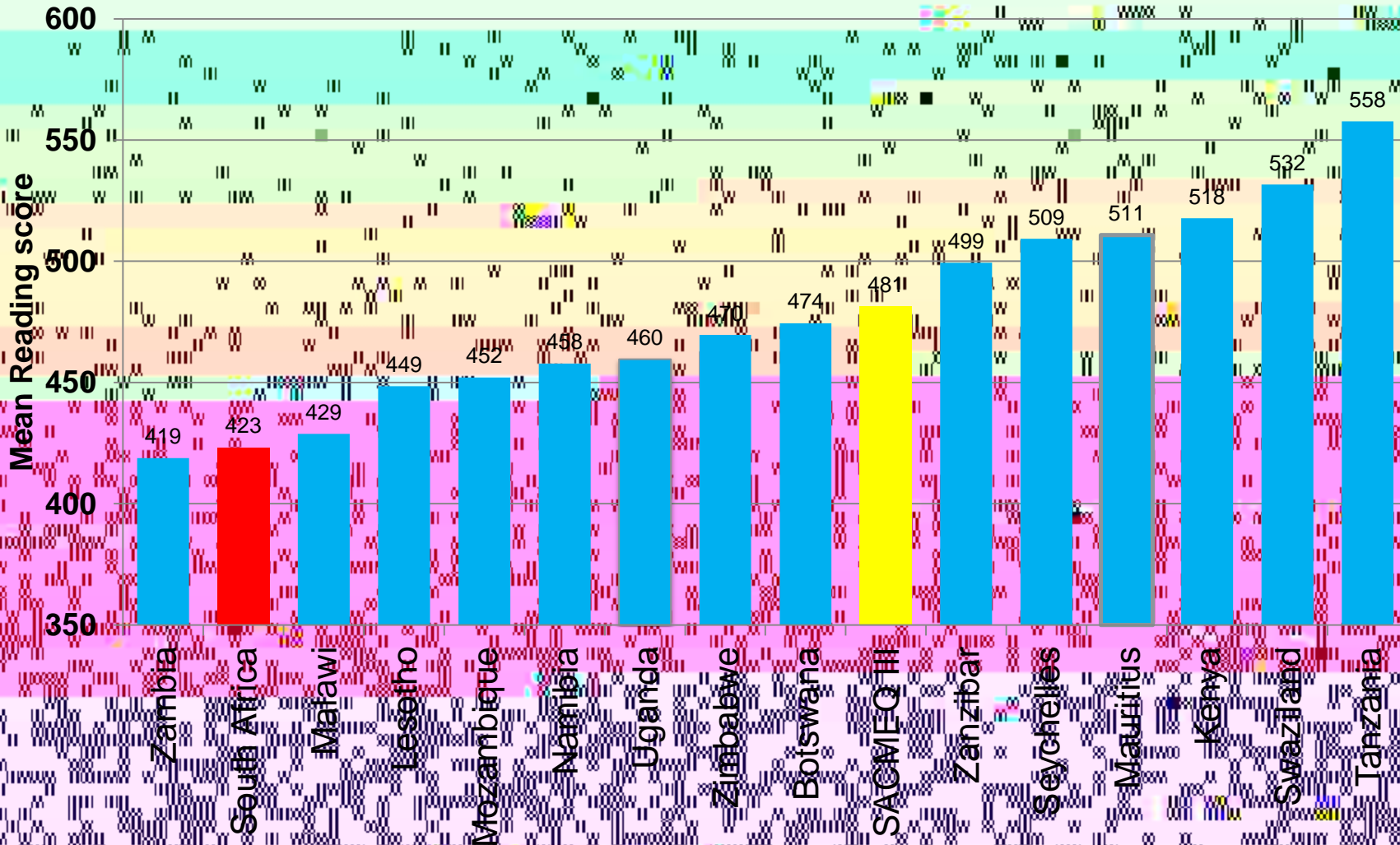
Differences by wealth, location - SACMEQ 2007



Mean Reading scores (SACMEQ 3)



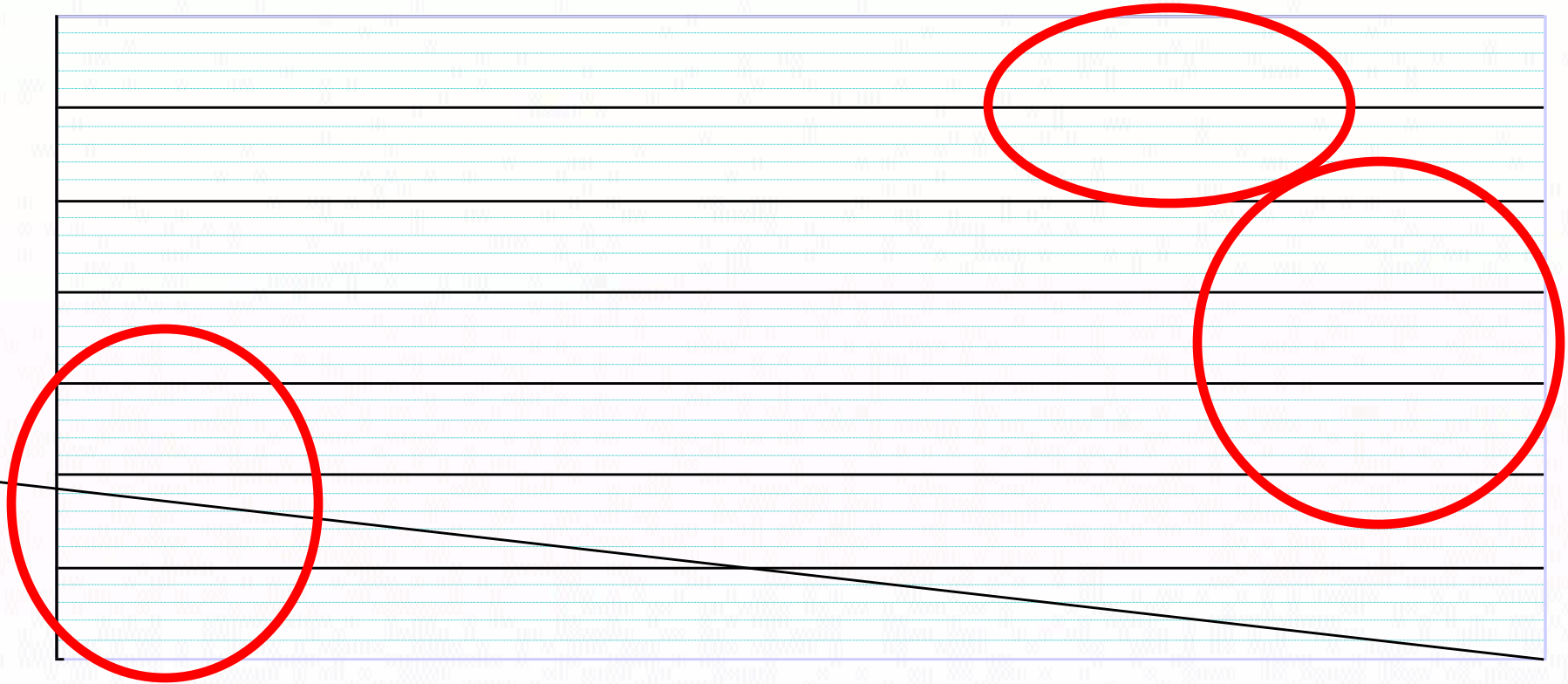
Reading scores for poorest 25% (SACMEQ 3)



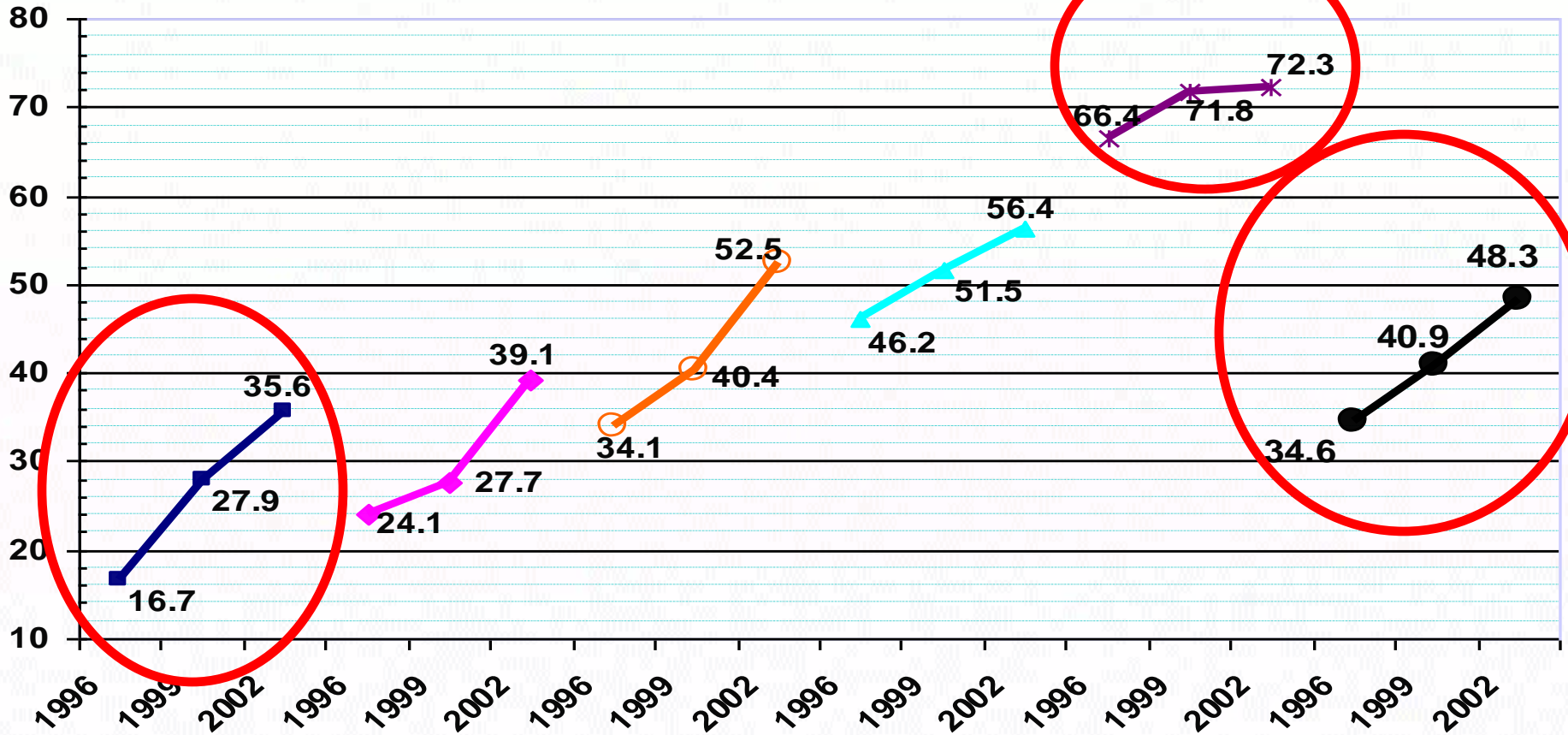
Census based national surveys

information on the performance of all learners at specific level - available to teachers, parents and school heads, can be used to identify, and implement relevant interventions, for specific individual, schools and/or

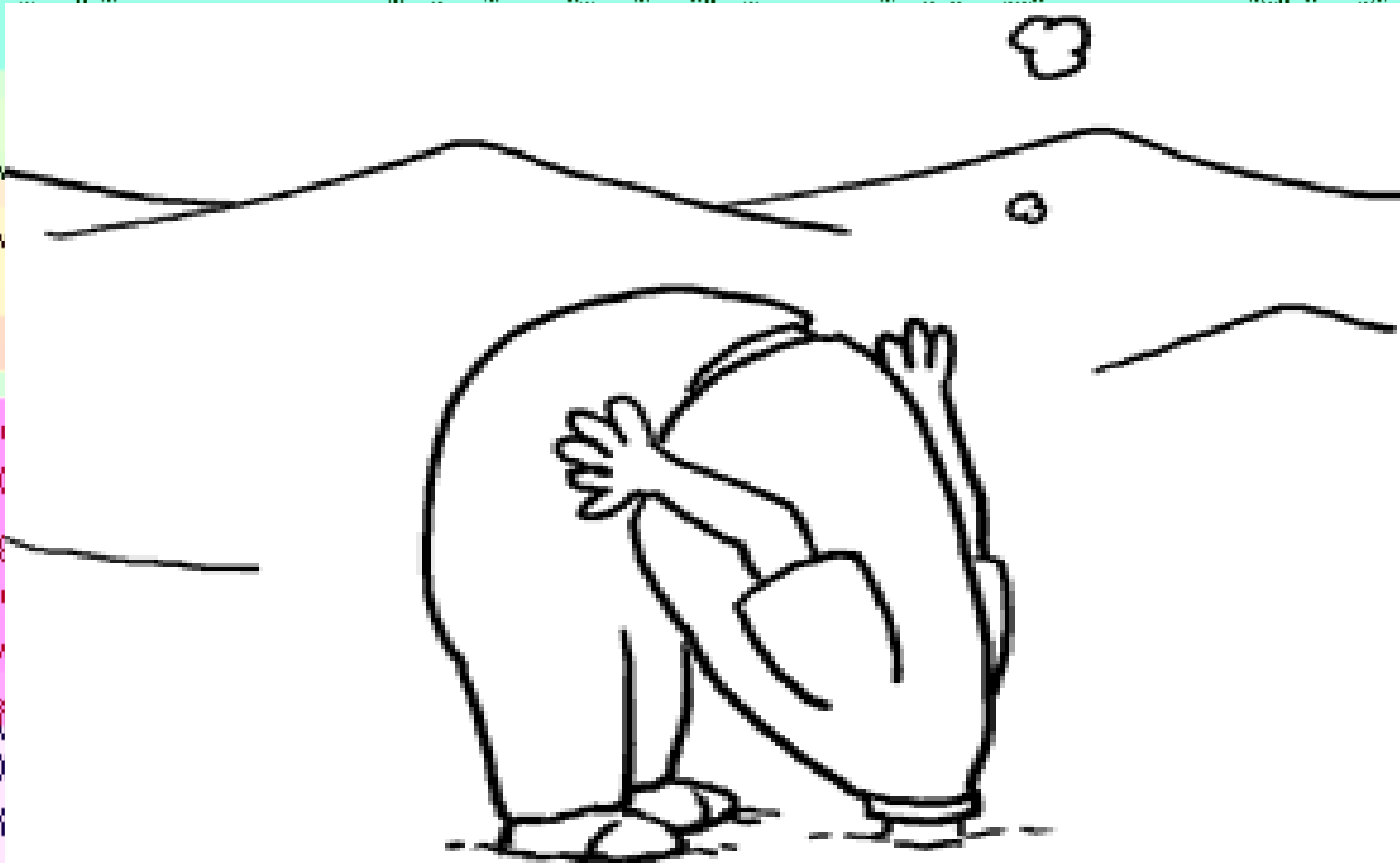
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Results by poverty level in % of students with "sufficient" knowledge - math



Critical effective use of results



Key Challenges

Data must be used to support decision making

Explicit focus on addressing needs of poor and marginalized children

How

Thank You

QUESTIONS / COMMENTS

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