



# Symposium on Education Change: Insights from the OECD Reviews of Evaluation and Assessment in Education



**Symposium on Education Change  
Barcelona, 23-24 November 2016**

Deborah Nusche, Analyst  
Directorate for Education and Skills, OECD



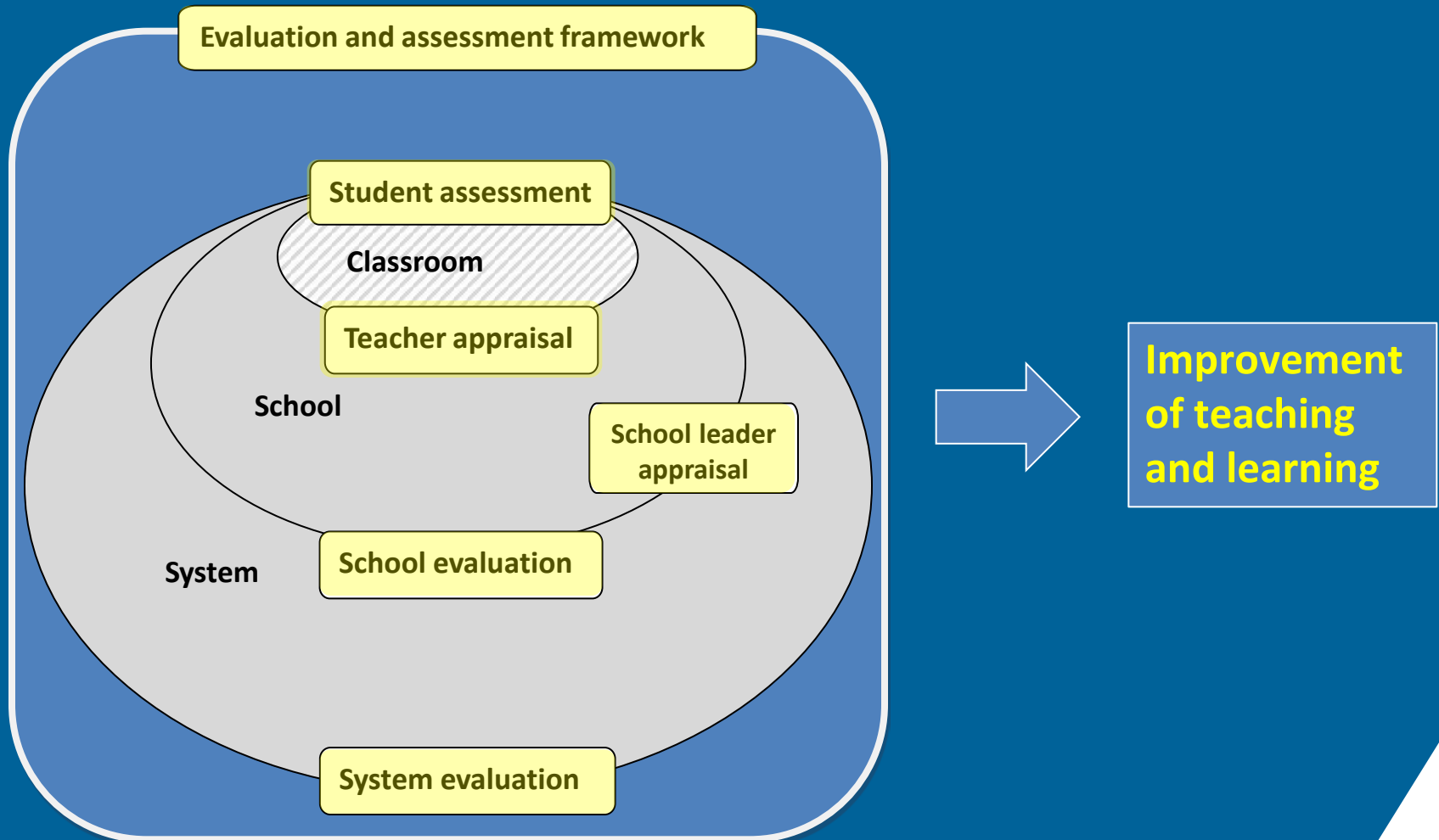
# OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes (2009-13)

---

- **Purpose:** To explore how systems of evaluation and assessment can be used to improve the quality, equity and efficiency of school education.
- **Focus:** A Review of national approaches to evaluation and assessment in school education (primary and secondary schools)
- **Broad participation:** 29 education systems participated in the Review
- **Comprehensive approach:** The Review looks at the various components of evaluation and assessment at the student, teacher, school and system level



# OECD Review on Evaluation and Assessment Frameworks: **Taking a holistic approach**





# OECD Review of Evaluation and Assessment in Schooling: **Participation and evidence base**

<b>ANALYTICAL STRAND</b>	<b>Country Report</b>	<b>Qualitative data tables</b>
Austria	Published	Yes
Belgium (Fr.)	Published	Yes
Canada	Forthcoming	Yes
Estonia	N/A	Yes
Finland	Forthcoming	Yes
France	Published	Yes
Hungary	Published	Yes
Iceland	N/A	Yes
Ireland	Published	Yes
Israel	N/A	Yes
Italy	N/A	Yes
Korea	Published	Yes
Poland	N/A	Yes
Slovenia	Published	Yes
Spain	N/A	Yes

<b>COUNTRY REVIEW Country report; Qualitative data tables; OECD review report</b>	<b>OECD review visit date</b>
Australia	June 2010
Belgium (Fl.)	January 2011
Chile	November 2011
Czech Republic	March 2011
Denmark	October 2010
Luxembourg	June 2010
Mexico	February 2012
Netherlands	June 2013
New Zealand	August 2010
Norway	December 2010
Portugal	February 2011
Slovak Republic	March 2012
Sweden	May 2010
Northern Ireland (UK)	March 2013

## Broad evidence base

**OECD reviews**  
Review of strengths and challenges; suggestions for policy

**Country reports**  
Description of policies  
Evidence of impact  
Stakeholder views

**Comparative data**  
International indicators  
Qualitative data from 29 systems

**Research**  
Reviews of international literature



# OECD Review on Evaluation and Assessment Frameworks: **What the Review accomplished**

## Analytical phase:

**11 literature reviews**  
**26 country background reports**  
**Country questionnaires**

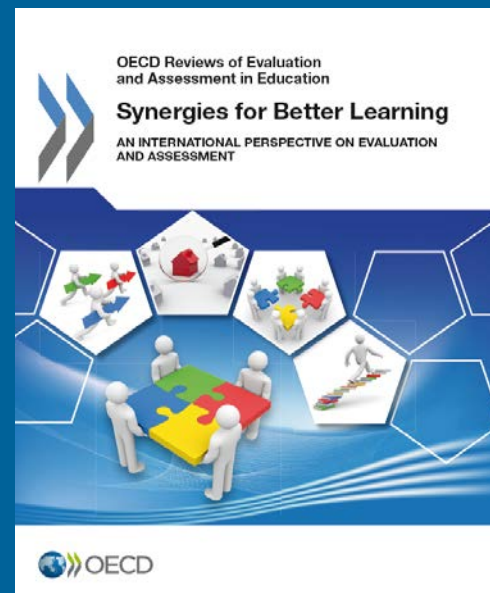
## Country review phase:

**15 country review reports based on country visits**  
28 external experts  
2800+ interview partners

## Synthesis phase:

**Final report** blends analytical and review evidence  
Policy options grounded in analysis

*All outputs available at:*  
*[www.oecd.org/edu/evaluationpolicy](http://www.oecd.org/edu/evaluationpolicy)*

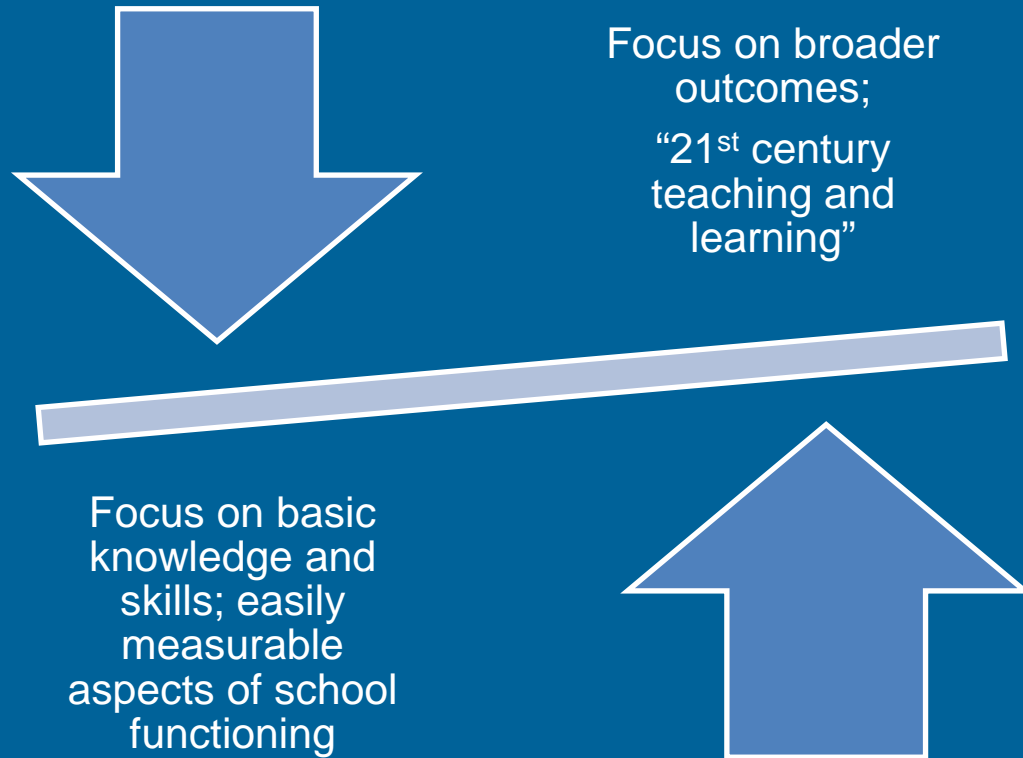


**Read the book online for free:**  
**[oe.cd/betterlearning](http://oe.cd/betterlearning)**



# Main challenges in designing evaluation and assessment frameworks

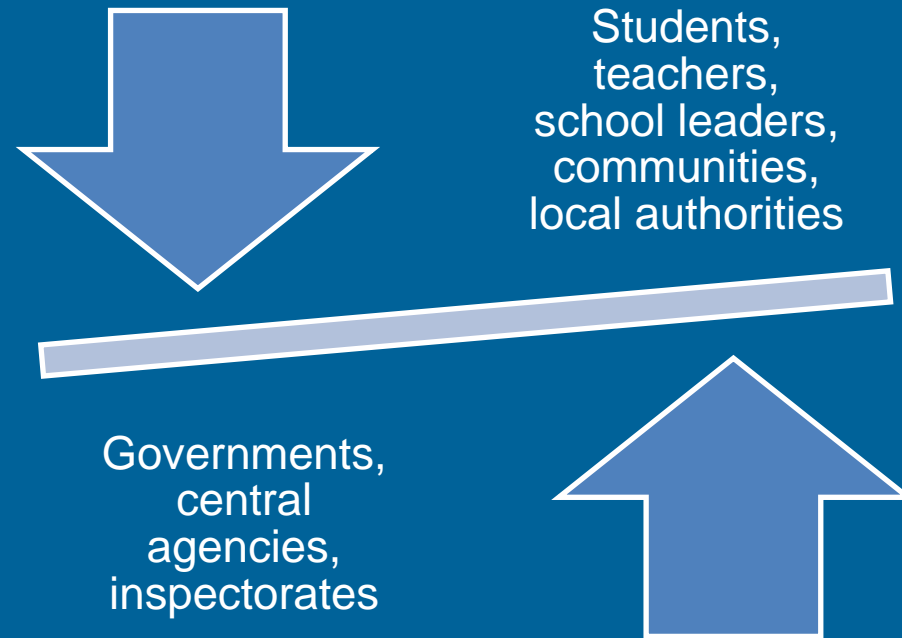
How to measure what we value?





# Main challenges in designing evaluation and assessment frameworks

Who is in charge?





# Main challenges in designing evaluation and assessment frameworks

## Conflicting purposes?







# Main challenges in designing evaluation and assessment approaches

## Emerging tensions



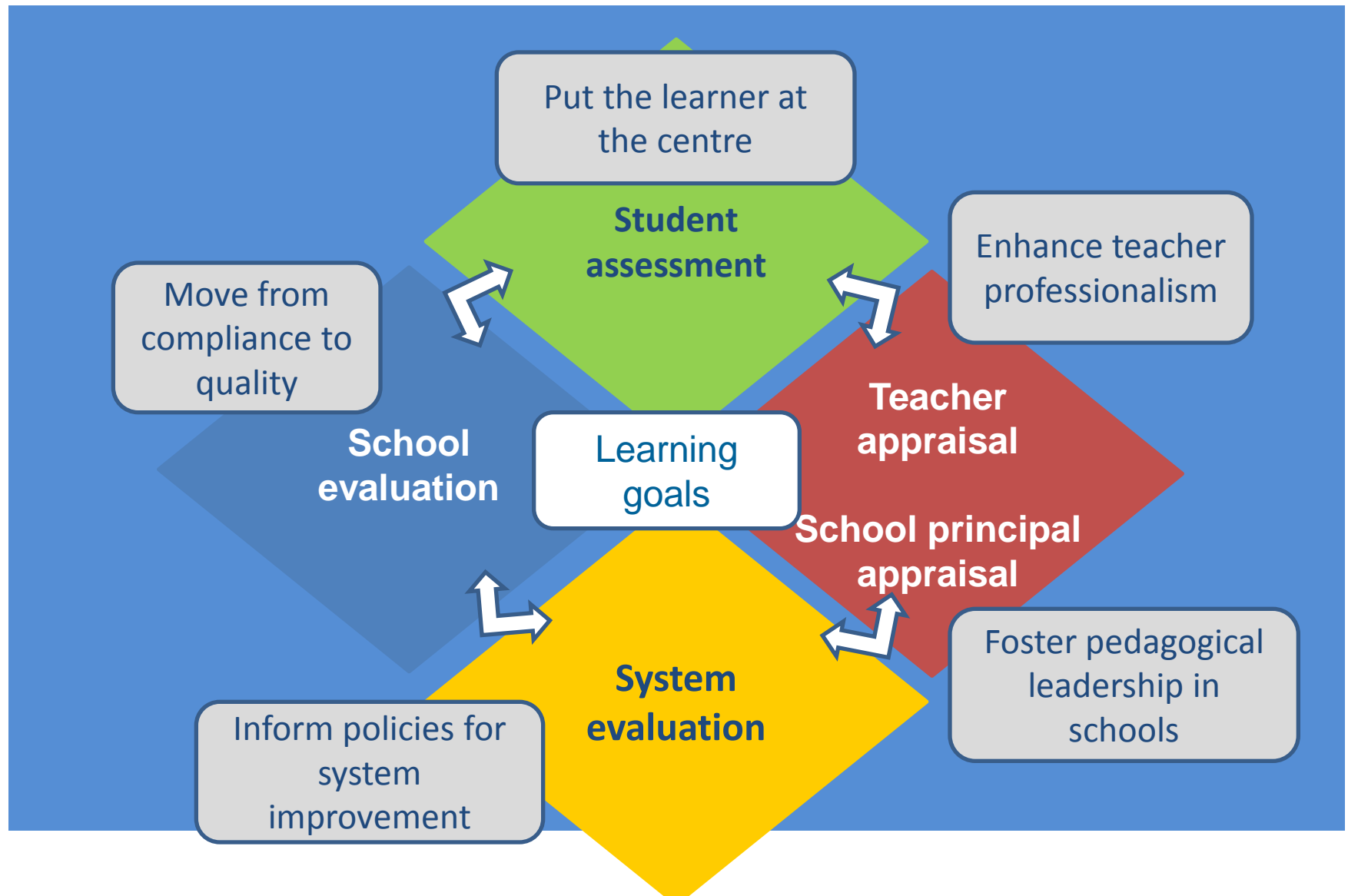


# Embedding key competencies in coherent evaluation & assessment frameworks

---

- **Take a comprehensive approach.** Ensure that all important aspects of teaching and learning are given some attention. Go beyond measurement. Use multiple sources of evidence.
- **Be clear about purposes.** Resolve tensions between formative and summative use of results. Monitor potential unintended effects.
- **Develop a shared vision.** Involve professional organisations and stakeholders to build trust and common understanding.
- **Reconcile national consistency and local diversity.** Provide common instruments while leaving room for adaptation.
- **Build capacity at all levels.** Professional development, partnerships and networking to share and spread innovative practice.
- **Create synergies** between different components of the E&A framework.

# Embedding key competencies in coherent evaluation & assessment frameworks





Find out more

---

All materials from the OECD Review

[www.oecd.org/edu/evaluationpolicy](http://www.oecd.org/edu/evaluationpolicy)

**THANK YOU!**

[deborah.nusche@oecd.org](mailto:deborah.nusche@oecd.org)