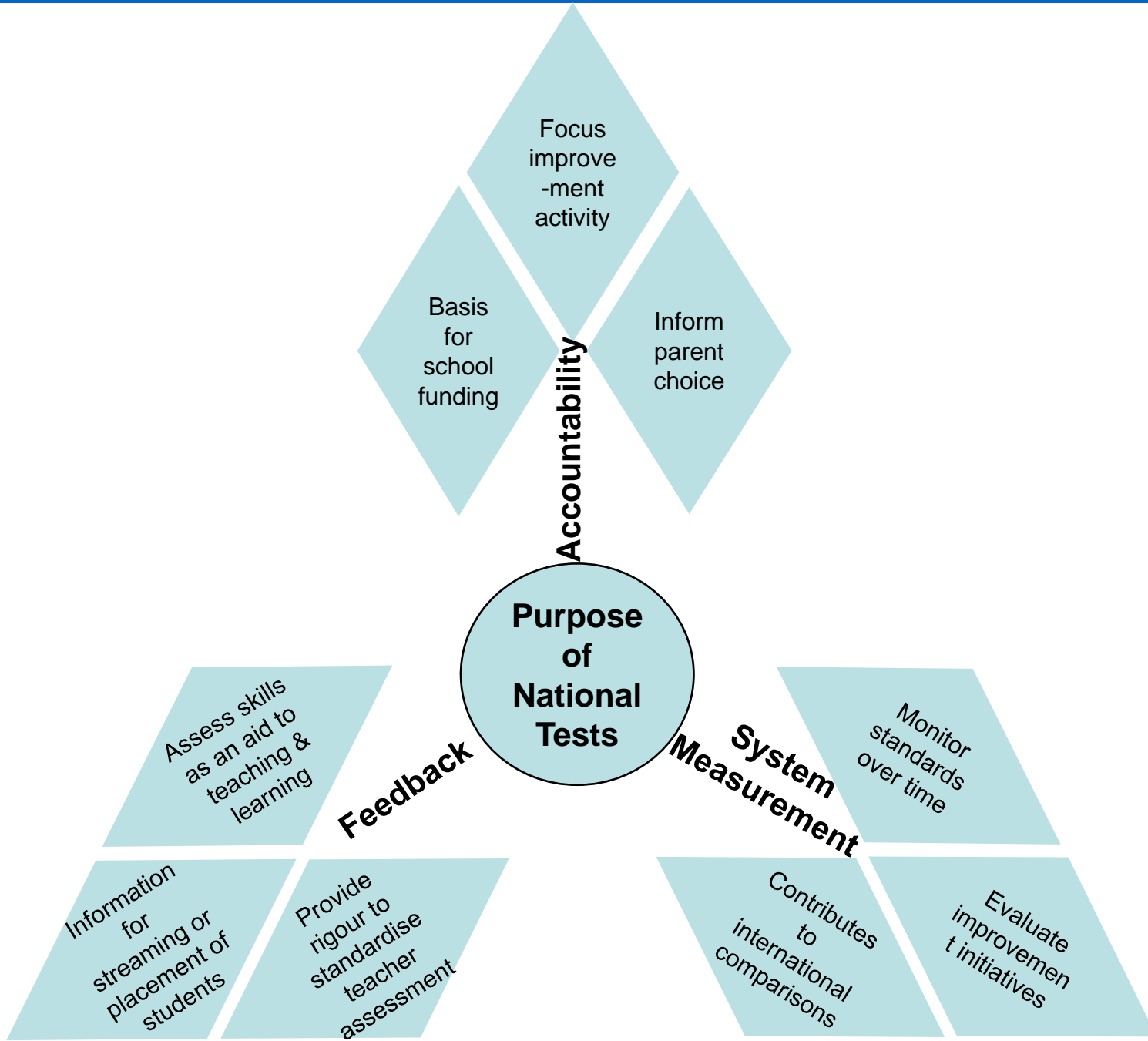


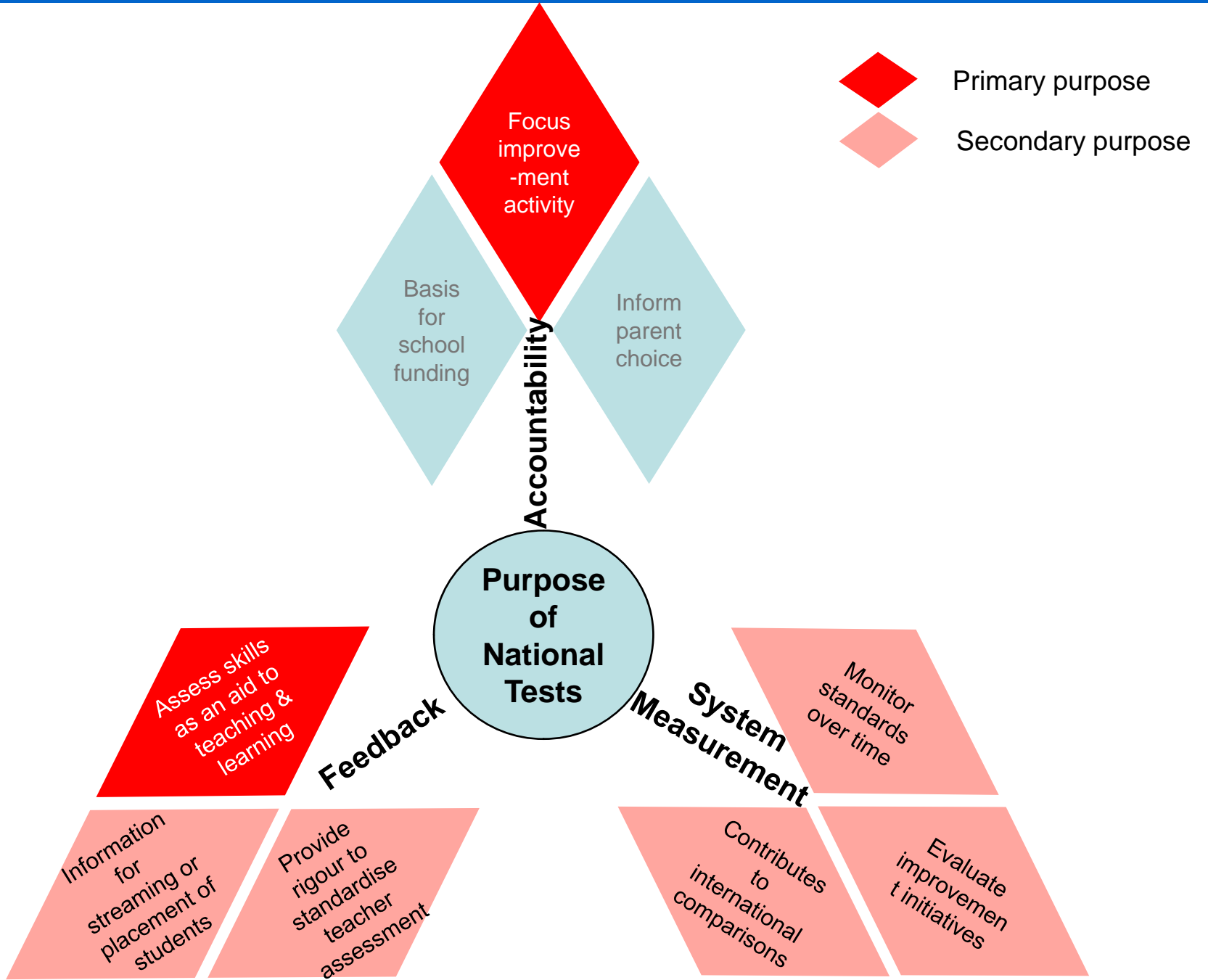


UNIVERSITY *of* CAMBRIDGE  
International Examinations

# Defining the strategy for evaluating student progress and identifying key outcomes

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# Users of National Test Information

	<b>Accountability</b>		<b>Feedback</b>		<b>System Measurement</b>		
	Focus improvement activity	Assess skills as an aid to teaching & learning	Information for streaming or placement of students	Provide rigour to standardise teacher assessment	Monitor standards over time	Contributes to international comparisons	Evaluate improvement initiatives
MoE	✓	✓	✓	✓	✓	✓	✓
Schools	✓	✓	✓	✓	✓		✓
Teachers	✓	✓	✓	✓	✓		✓
Parents			✓				
Students			✓				



# Primary Purpose of SPA

SAP in Brunei will be designed to:

## **Recommendation 1**

- Provide information about the performance on questions of different cognitive types for individual learners
- Support the development of schools, drive improvements in learning and contribute to the work of:
  - the Ministry of Education in formulating policy;
  - in developing the National Curriculum and its associated textbooks;
  - in evaluating textbooks and teaching strategies;
  - the University of Brunei Darussalam and MoE in targeting initial and in-service teacher training;



# Secondary Purposes of SPA

## Recommendation 2

- Act as a beacon of good assessment practice. Facilitate the spread of this good practice throughout the Brunei education system

## Recommendation 3

- Potentially provide robust information for the monitoring of standards over time and for research into value-added

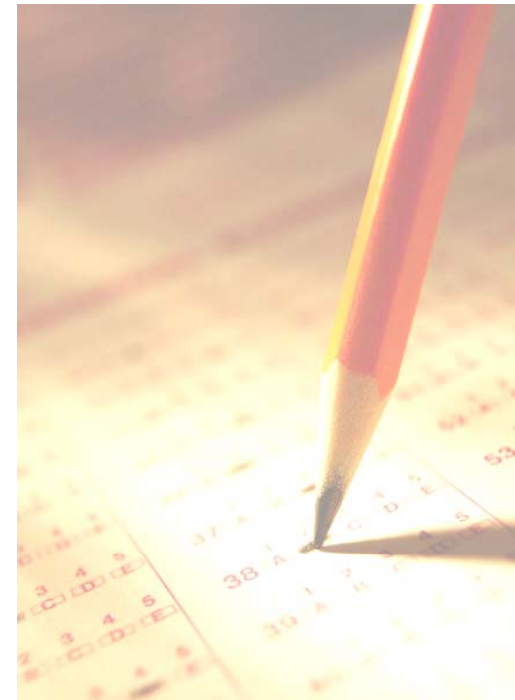
## Recommendation 4

- Contribute to decisions that are made about the student's academic progression



**Assessment is an integral part of the educational achievement cycle, so the new tests will help to :**

- raise levels of student achievement in core subjects
- equip students better for higher education and employment
- provide essential information that can be used to improve standards in schools and in teacher performance





## What do we want to assess?

- a wide range of assessment objectives
- Why?
  - So we can ensure the student is progressing equally
  - To ensure we have a complete picture
  - Some skills/knowledge are needed for others to be gained



## But...

- If we make it too wide, we over-assess
  - A lot of paperwork and record keeping for teachers!
  - Too much assessment and not enough learning for students!
  - Too much and not high-enough quality information for anyone!



## **So we need to define the minimum set of assessment objectives that gives us a balanced view of a student's progression**

Some key questions:

- Are the important skills covered?
- Would you as a teacher be happy with the workload?
- Does it give a complete picture?
- Does it give the information you would need as a teacher?



## How does it fit in with other assessments?

- How does it fit in with end-of-year/diagnostic tests?
- How does it fit in with high-stakes tests?
- Does it support and compliment them?
  - It should avoid duplicating them!



## So...

- It should not be high-stakes
- It should focus on the same learning and assessment outcomes
- It should correlate well with the outcomes of summative tests



## Some key outcomes:

At the end of this workshop item writers should be able to:

- Produce valid and reliable assessment instruments
- Know how to mark or moderate them
- Know how to use the information they provide



## Some key outcomes:

At the end of this workshop subject group leaders should be able to:

- devise a strategy for moderating SPA
- develop a mechanism for recording and reporting SPA
- ensure all subjects have an agreed approach to assessment and reporting



## Some key outcomes:

At the end of this workshop there should be:

- tables of assessment specifications
- specimen papers of test items and marking schemes
- a package of guidelines and exemplary assessment materials



## We should also:

- Have a clear idea of how to evaluate student progression in Brunei
- Have decided key next steps and stages
- Propose a strategy for setting and monitoring national standards for evaluating student's progress and assessment



**And finally and very importantly!**

**Whatever you decide it MUST work for all teachers – there is no point designing a scheme that can only be implemented by the most talented or highly trained teachers, they need it least!**