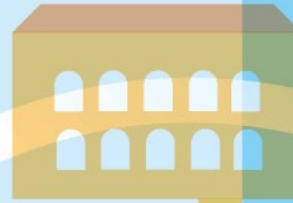


Kvalitetsutviklingsutvalget



Committee for Quality Development in Schools

International webinar 10th of May 2023
Learning from other countries



Agenda:

- 10:00 – 10:15 am Welcome and introduction, Ms. Tine S. Prøitz, Committee chair
- 10:15 – 11:00 am **New Zealand**, Ms. Kay Wilson, Manager New Zealand Qualifications Authority
- 11:00 – 11:45 am **Denmark** Mr. Hjalte Mailvang, Chief consultant Ministry of Children and Education
- 11:45 – 12:30 pm *Lunch break*
- 12:30 – 1:15 pm **Sweden** – Ms. Anna Österlund, Chief consultant Swedish National Agency for Education
- 1:15 – 2:00 pm **Sweden**, Mr. Jörgen Tholin, Researcher and docent in pedagogic University of Gothenburg.
- 2:00 – 2:45 pm **Scotland**, Mr. Ollie Bray, Strategic Director, Curriculum Innovation, Design and Pedagogy. Education Scotland.
- 2:45 – 3:00 pm *Short break*
- 3:00 – 3:45 pm **Belgium/ Flanders**, Mr. Jeroen Backs, Head of Strategic Policy Division, Flemish Department of Education and Training
- 3:45 – 4:30 pm **Ireland**, Ms. Anne Looney, Executive Dean Institute of Education Dublin City University
- 4:30 – 5:15 pm **USA**, Ms. Tracey Burns, Chief Research Officer, National Center on Education and the Economy
- 5:15 – 6:00 pm Summary of the day (**Closed session for the committee only**)

Please note that the meeting times in the agenda are local time in Oslo.

Committee for Quality Development in Schools

NEW ZEALAND



NZQA Quality Assurance

Nau mai, haere mai



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

NCEA

National Certificate of Educational Achievement (NCEA) is New Zealand's national school qualification comprising three levels, assessed over the last three years of secondary schooling.

It was introduced 2002 when New Zealand moved from norm referenced assessment to standards-based.

The system has undergone systematic review since then, with a review currently underway for implementation from 2024.



Schooling system

511 secondary schools offer assessment for the NCEA including:

- state schools
- kura
- special character schools
- private schools



A standards based qualification

In each subject, students' skills and knowledge are assessed against a range of standards, not against the performance of other students (norm referenced) or against discrete criteria (criterion referenced) assessment.

Standards are worth credits. Credits add up to qualifications.

Individual standards are the building blocks of NCEA and New Zealand certificates.



Standards based assessment

Each standard listed:

- describes what a candidate who has achieved the standard knows and can do
- has a defined credit value representing notional teaching, learning and assessment time
- has a level reflecting the level of complexity of the skills and knowledge recognised by the standard.

The common currencies of credit values and levels enable the credits gained from standards to be portable among national qualifications.



Quality assurance of standards based assessment

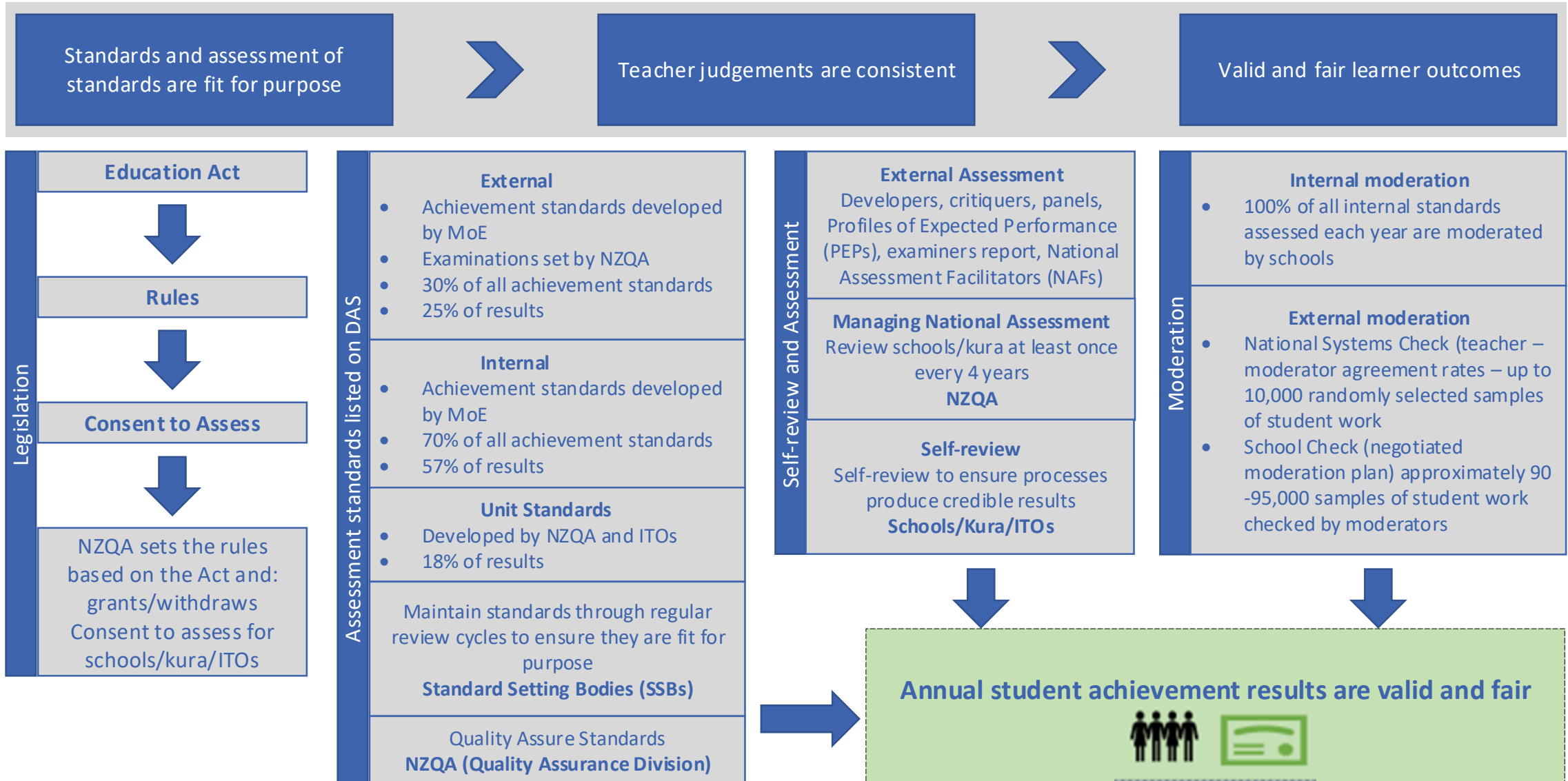
Quality assurance of standards – National assessment standards are quality assured before being listed on the Directory of Assessment Standards (DAS).

Consent to assess against standards – Education organisations demonstrate that they are able to develop or assess assessment resources, undertake internal moderation to quality assure assessment decisions, engage in the Standard Setting Body's national external moderation system, and report results in a timely manner.

National external moderation of assessment – The standards developer runs a moderation system that ensures national consistency of assessment decisions against DAS standards.



Quality Assurance System for NCEA



Maintaining Consent to Assess

To maintain their Consent to Assess, schools must

- engage in internal moderation for all standards assessed within the school
- submit a sample of student work for selected standards to NZQA for external moderation
- participate in a cycle of Managing National Assessment reviews of the school's assessment systems

and

act on the findings of these quality assurance activities.



The Moderation Cycle

Moderation is a process that ensures individual NCEA grades are accurate and consistent with the listed standard.

Secondary school moderation consists of:

- [internal moderation](#) (by teachers to check consistency of teacher judgements against the standard within a school for every standard assessed)

and

- [external moderation](#) (by NZQA moderators to report on consistency of teacher judgements for the sample of student work submitted against selected standards).



Internal moderation steps

1. **Critique** the assessment to ensure it is fit for purpose
2. **Verify** grade judgements to ensure they are in line with the standard
3. **Review** assessment materials and grade judgements in response to feedback



External moderation

Signals

External moderation signals to teachers what valid assessment is

Supports

External moderation can support teachers to make better and consistent judgments for the students in their courses. Moderators must be qualified to make nationally valid judgments. Moderators need an up-to-date and robust understanding of how the curriculum is interpreted in the standard.

Validates

Making a valid judgment requires access to a representative range of evidence for the student. If external moderation does not deal with a representative sample, or defines a representative sample too narrowly, then its ability to inform judgments for individuals is limited.

Managing National Assessment

NZQA reviews each secondary school's systems for managing assessment for national qualifications approximately every three years, based on the risk profile of the school.

Evidence is sought from four areas:

- Moderation (internal and external)
- assessment practice
- data
- communication.



Cycle of continuous improvement

In anticipation of the review of the NCEA and introduction of new standards from 2024 we have recalibrated our quality assurance activities to support assessors and schools.

Simultaneously, COVID-19 prompted us to refocus our Managing National Assessment activities on schools posing the most risk to the integrity of the qualification.

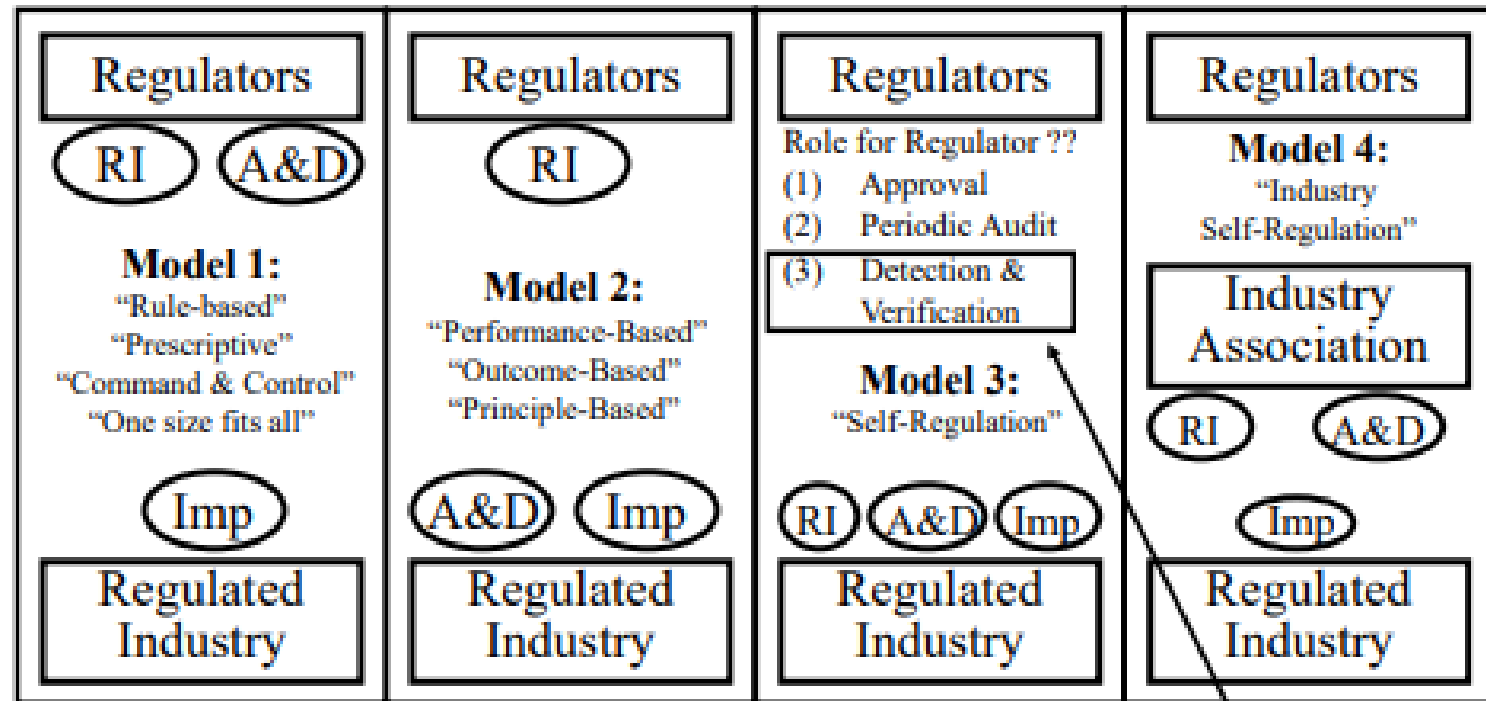


NZQA is a Modern Regulator

Tailored and targeted regulatory functions

Locating responsibility for:

- (1) Risk Identification (RI)
- (2) Analysis & Design (A&D)
- (3) Implementation (Imp)



- Model 3 works well for risks that:
- (1) They can see
 - (2) They are happy to disclose
 - (3) They have an interest in controlling
 - (4) They can control
- If not?



How we do it

We are:

- intelligence and data driven
- risk aware
- supportive of the sector.

We use a mix of regulatory, capability building and data levers to deliver impact and value to the sector.



What we do

Assessor support

A structured programme of front-end subject level assessment guidance based on data, evidence and insights from moderation activity and school engagement.

School support

Individual case management by a School Relationship Manager (SRM).



What makes it work?

The SRMs:

- have a portfolio of 15-35 schools
- work directly with their allocated schools to ensure that each school maintains effective internal quality assurance policies and procedures
- resolve with schools any issues as they arise.

It's a relationship built on mutual trust and respect.



What did the Auditor General say?

In 2011, the office of the Auditor General conducted a performance audit to provide assurance to Parliament about whether NZQA is making sure that internal assessment for NCEA is consistent.

We asked Principals and Principals' Nominees at the five schools we visited to rate their interactions with NZQA using NCEA grades. All five schools rated the SRMs highly – merit or excellence. We do not often hear such positive feedback from stakeholders about the public entities we are auditing. We commend NZQA and its SRMs for the positive relationships they have with, and the improvements they support within, schools.

New Zealand Qualifications Authority: Assuring the consistency and quality of internal assessment for NCEA May 2012



Committee for Quality Development in Schools

DENMARK

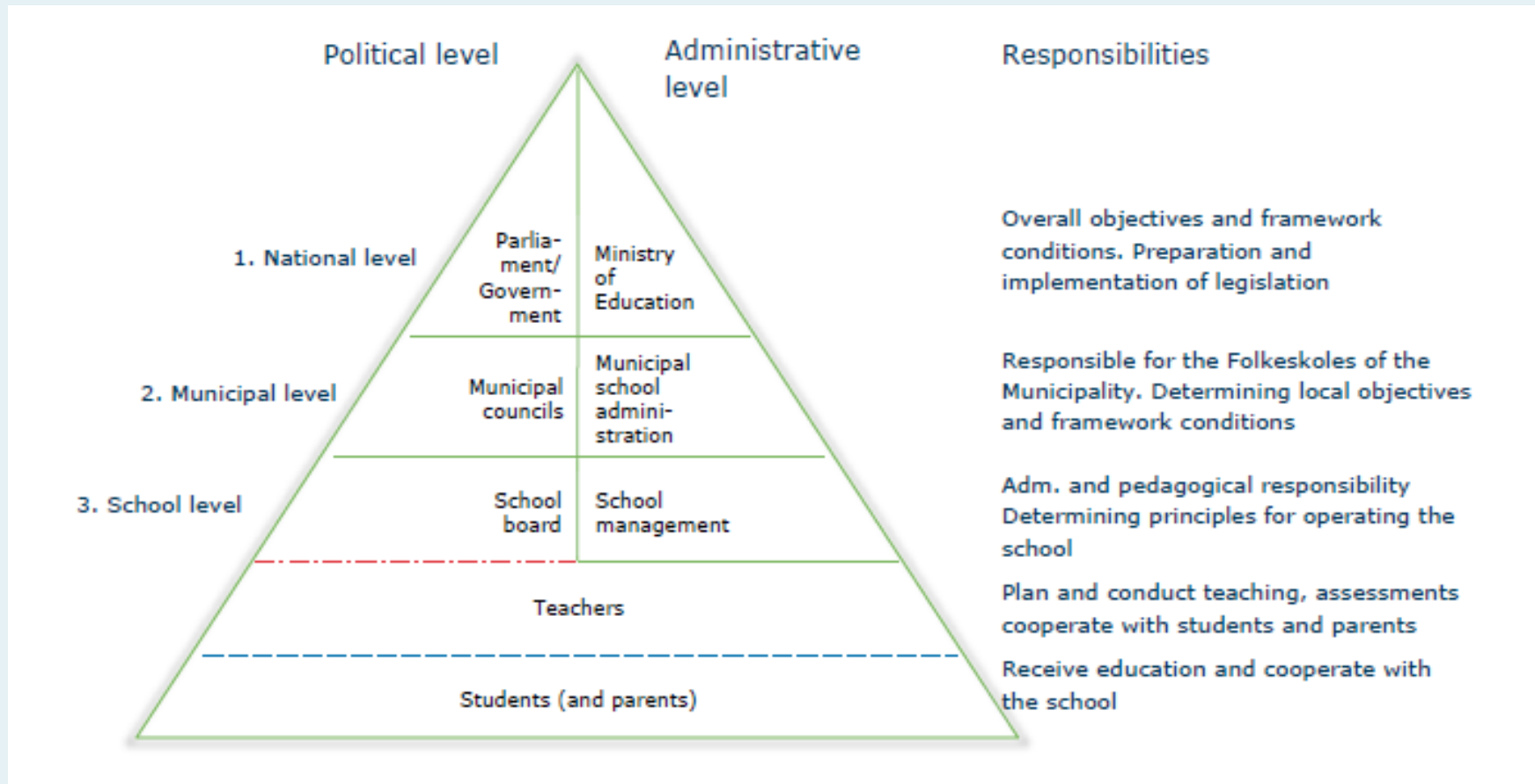




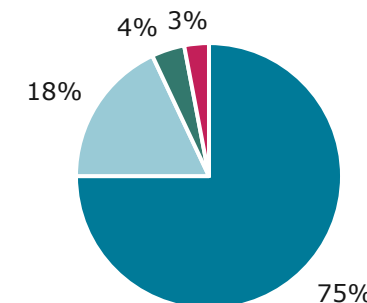
The Danish system for quality and evaluation in basic schooling

—

The responsibilities of the state and the municipalities in public schools



- In 2020/2021 687.810 pupils were enrolled in primary and lower secondary education.
- 75% of all pupils attend public schools ('Folkeskoler') while 18 percent attend private schools ('Frie grundskoler') and 4% attend continuation schools ('efterskoler').



■ Public schools ■ Private schools
■ Continuation schools ■ Other schools

Evaluation and quality development

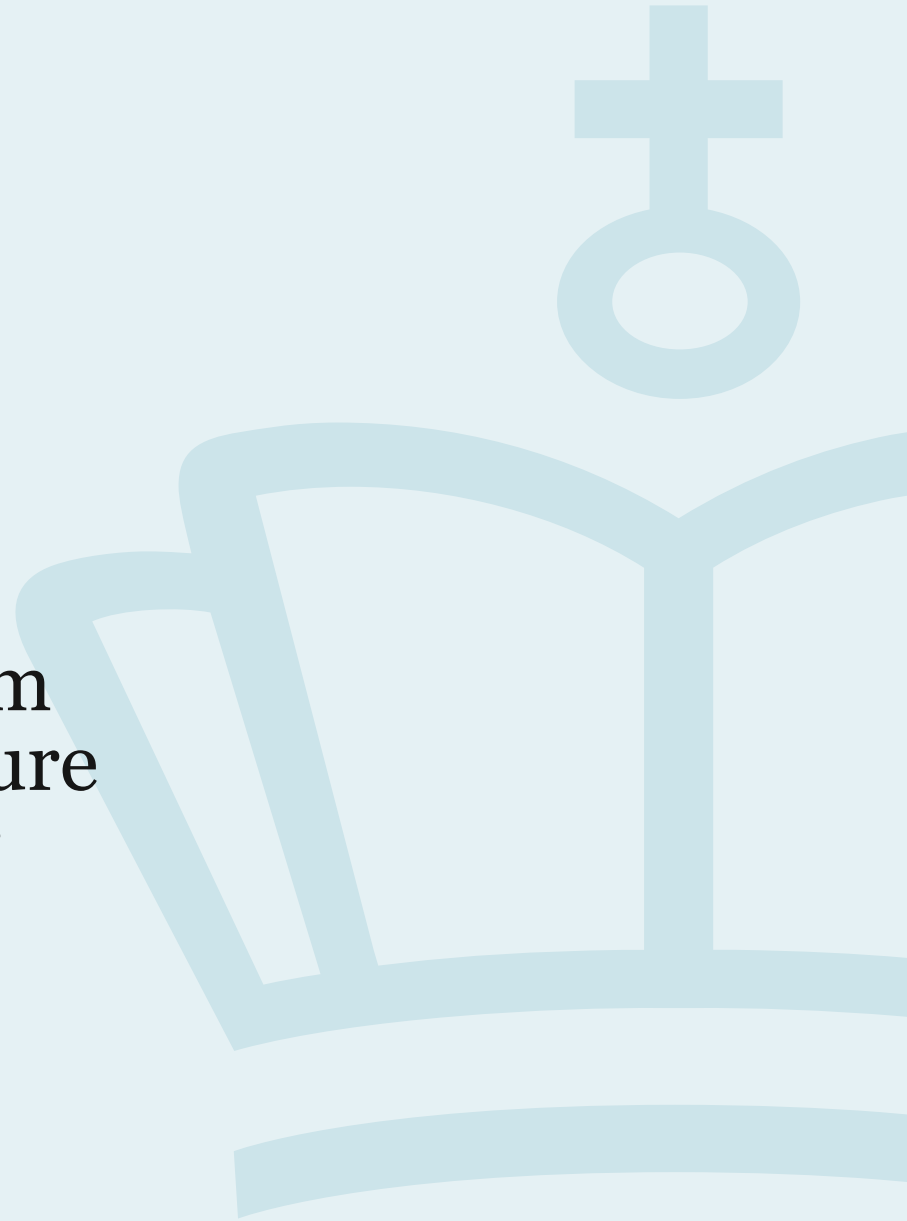
- Aims
 - Support schools, municipalities and other institutions in providing high-quality education.
 - Risk based monitoring to ensure accountability and quality development
 - Monitoring in order to evaluate, learn from and adjust politically initiated changes and monitor the system
- Key elements
 - International assessments (PISA, TALIS, TIMSS, PIRLS, ICILS and ICCS)
 - Core elements of evaluation and quality (next slide).
 - Ad hoc projects (evaluations, RCT's, development projects etc.)

Core elements of the quality assurance system prior to October 2021

- **The national tests** *De nationale test*
(Ten mandatory tests in four subjects)
- Exams in 8th and 9th grade (School-leaving-examinations)
- **Student development plans** *Elevplan*
(all grades, several content requirements)
- Well-being survey *Trivselsundersøgelse*
- **Quality reports** *Kvalitetsrapporter*
- Inspections on quality *Kvalitetstilsyn*

The elements marked with **boldface** have been changed as a consequence of *The political agreement on the future evaluation- and assessment system* from October 2021

Changes in the quality and evaluation system following the political agreement on the future evaluation and assessment system (October 2021)



Context to the agreement

- Prolonged debate on especially the National Tests, but also on the student development plans, and the “assessment of readiness for upper secondary education” (*Uddannelsesparathedsvurderingen*)
- The tests were criticized for not being sufficiently pedagogically relevant, and for being mainly a management tool.
- Memorandum of understanding between the then government and its support parties (June 2019):
 - *“A new government wishes to get rid of the national tests in the lower grades, and to generally rethink the use of tests, among other issues ”*
- Evaluation of the national tests (VIVE), and the recommendations of the ‘advisory group’ (February 2020). Evaluation initiated in 2018.
- Political agreement on initiating the development of a new evaluation- and assessment system, alongside temporary initiatives (February 2020). General aims for a future agreement.
- Evaluation and advisory group’s recommendations on a simplified student development plan (June 2020)

Context of the National tests

- Political agreement in 2006.
- Implemented nationally for the first time in 2010.
- The introduction of the National tests was among other things motivated by
 - Reports from EVA (2004) and an OECD report (2004), which pointed to an insufficient ‘culture of evaluation’ in the Danish primary schools and
 - The need for systematic monitoring of students’ results, due to incomplete efforts regarding troubled readers and negative social heritage.

The national tests were introduced with two primary purposes:

- As a **pedagogical tool** in certain subjects. This had the intention of targeting teaching to the needs of individual students– in order for all students to develop their full potential.
- As a **Management tool for schools, municipalities and the state** in order to improve the quality assurance and inspections system, with the intention of following development, and to be able to act timely to improve quality.

General purpose

- To create a stronger evaluation culture in basic schooling (Folkeskole) to support academic and general development of students

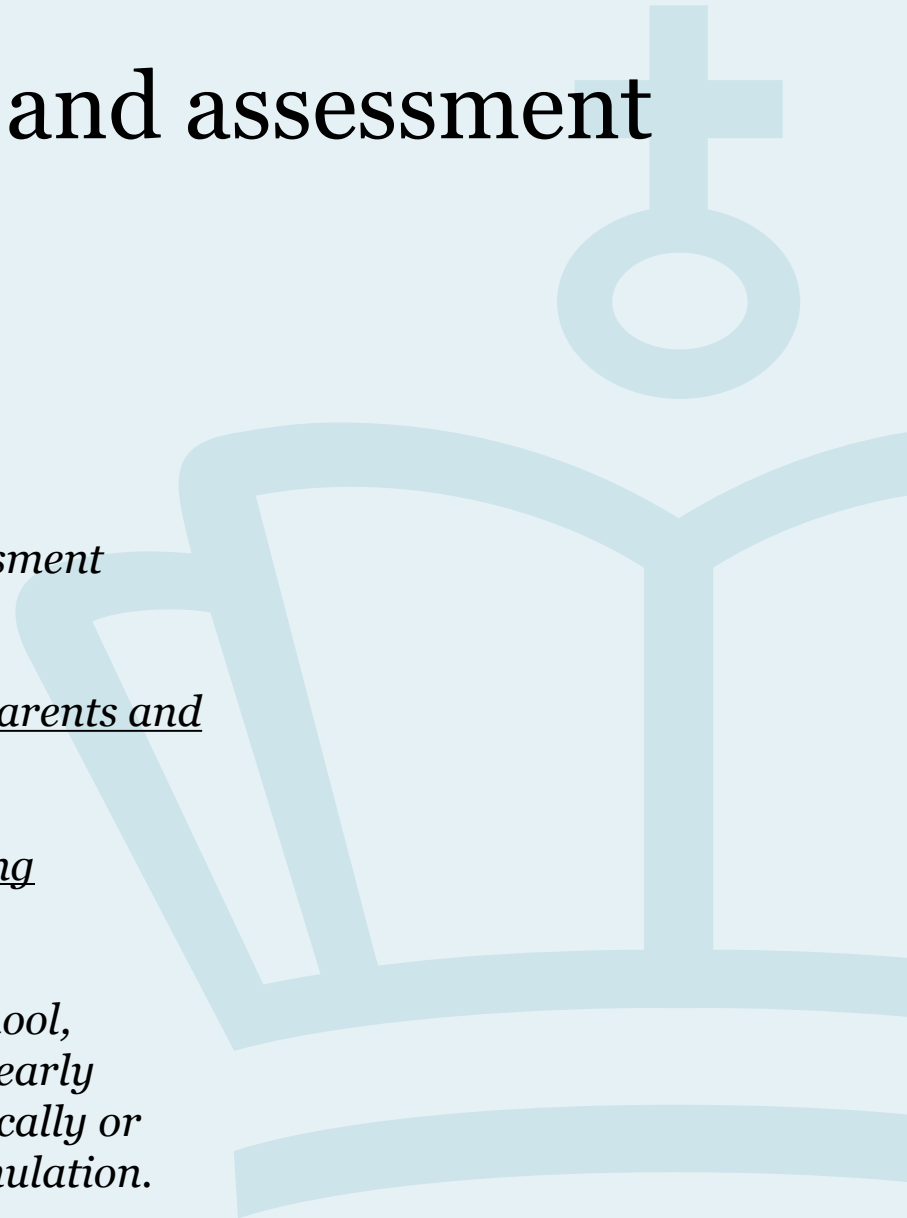


Three purposes of the evaluation and assessment system

“

The parties behind the agreement agree, that the evaluation- and assessment system should meet the following requirements:

- *It must be relevant for understandable and systematic feedback to parents and students regarding the academic development of students.*
- *It must support the pedagogical practice, and a systematic and strong evaluation practice in the schools.*
- *It must be possible to monitor academic developments, both on a school, municipal, and state level. Furthermore, there must be a systematic early identification and response to students, who are struggling academically or who are of high intelligence and in the need of further academic stimulation.*



Intentions of the deal



- A broad variety of assessment tools and methods as a part of a coherent evaluation and assessment system.
- The system must be meaningful and usable for both students and their parents, for pedagogical staff and for leaders at the school and in the municipality.
- Relevant and systematic knowledge of academic developments of student should contribute to formative evaluation and feedback to all students.

Intentions of the deal



- Early identification of, and response to, challenged students
- The assessment system should improve evaluation capacity of the individual school local authorities, and contribute to a systematic local practice of evaluation and follow-up
- Contribute to systematic work with quality and assessment in all schools.
- Contribute to less bureaucracy and give schools better possibilities of finding the best solutions locally.

Sammen om Skolen

Context and objective

- Sammen om Skolen (Literal translation: **United for the school**) was established in May 2021 following an account to Parliament on a long-term evaluation of a 2014 reform of Basic education (**Folkeskolereformen**).
- A wish for developing basic education in cooperation with the stakeholders
- Ambition: To support the national and local school development in a collaboration based on trust and ownership.
- Basing the dialogue on the strengths and challenges of the elementary school, leading to possible solutions.
- No need for major reforms, but a need for continuous adjustments
- Incorporate knowledge and experience from practice, including systematic trial- and development projects, research and international experiences.

Sammen om Skolen consists of:

- Local Government Denmark **KL**
- The Association of School Principals **Skolelederforeningen**
- Danish Union of Teachers **Danmarks Lærerforening**
- Association of pedagogues **BUPL**
- Association of School and Parents **Skole og Forældre**
- Association of Danish Students **Danske Skoleelever**
- The Association of directors of Children and Culture in local governments **Børne- og Kulturchefforeningen**
- The Government (The Minister for Children and Education) **Regeringen (Børne- og Undervisningsministeren)**
- The political parties in the political settlement for basic, public schooling **Folkeskoleforligskredsen**

Cooperation as a prerequisite for fulfilling these intentions

- *Sammen om Skolen* was involved during the negotiation process and has left many marks on the political agreement
- Joint presentation of the agreement between national politicians and *Sammen om Skolen*.
- *Sammen om Skolen* is formal participant in implementing the agreement
- The intentions of the agreement can only be fulfilled through dialogue with staff, leaders, students and parents regarding the best locally suitable solutions



Overview of the elements of the evaluation- and assessment system

1. Test- and assessment tools in the future evaluation- and assessment system

- 1.1 Adaptive tests are replaced by linear tests: The national achievement tests of the Folkeskole
- 1.2 Mandatory screening of reading difficulties
- 1.3 Mandatory use of the 'risk of dyslexia assessment'
- 1.4 Mandatory tool for language assessment in kindergarten class (grade 0).
- 1.5 Increased focus on highly intelligent students through early detection and new tools

2. Communication between school and family and a change of the 'readiness for upper secondary education' assessment

- 2.1 Student development plans are abolished. 'Communication form' and systematic follow up on students with special needs, and highly intelligent students.
- 2.2 Change of the readiness for upper secondary education assessment, including a working group

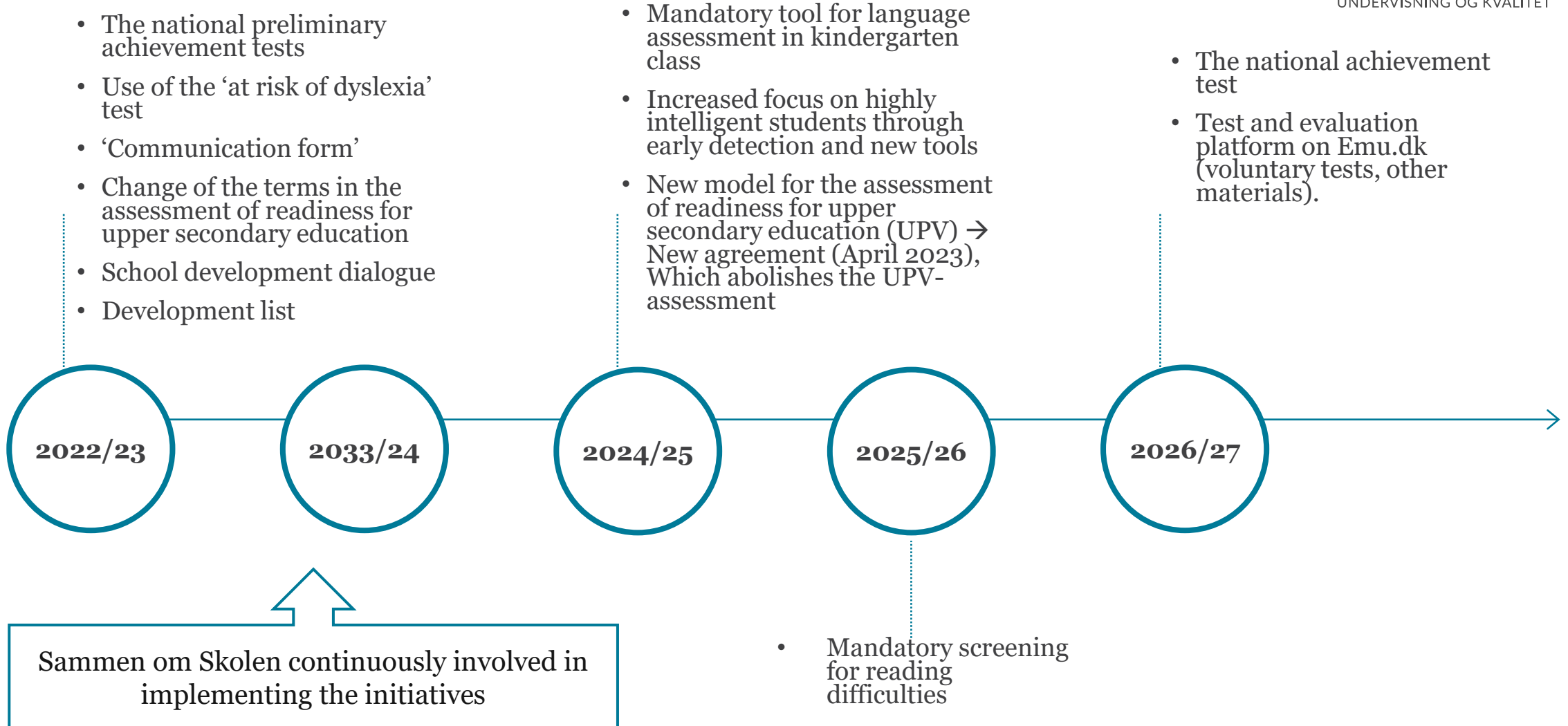
3. School development conversations and follow up between schools and local governments

- 3.1 Reports on quality are abolished and replaced by school development dialogue between schools and local governments.
- 3.2 Improved and early follow up for challenged schools

Supplementary agreement

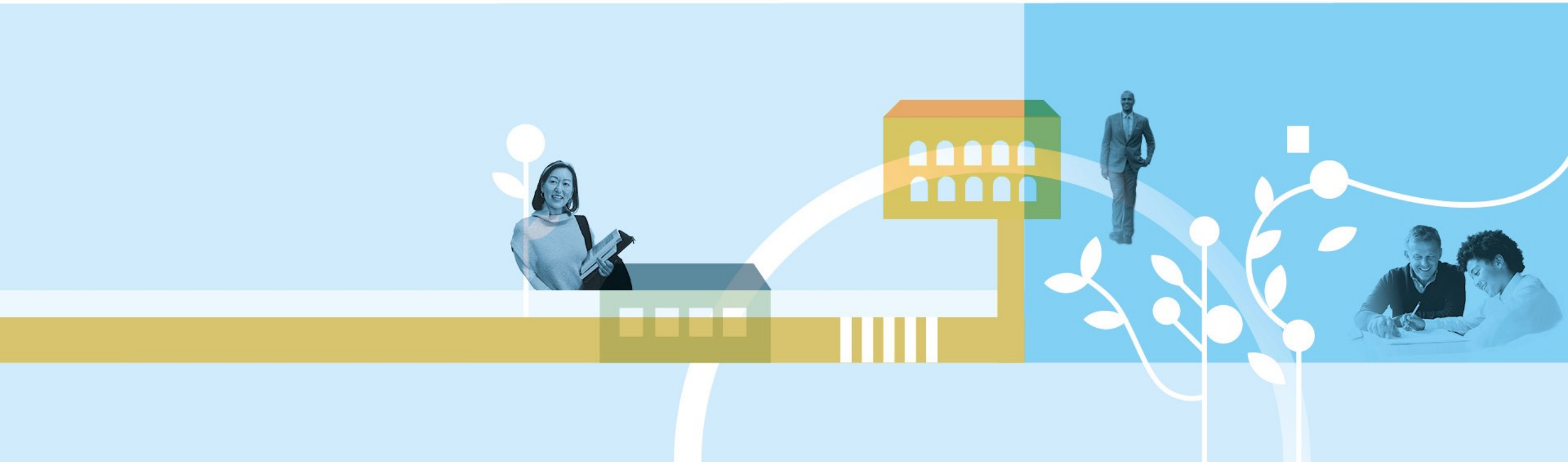
- Program with trials of alternative grading- and assessment types

Timeline for the entry into force



Committee for Quality Development in Schools

- LUNCH BREAK 11:45 – 12:30



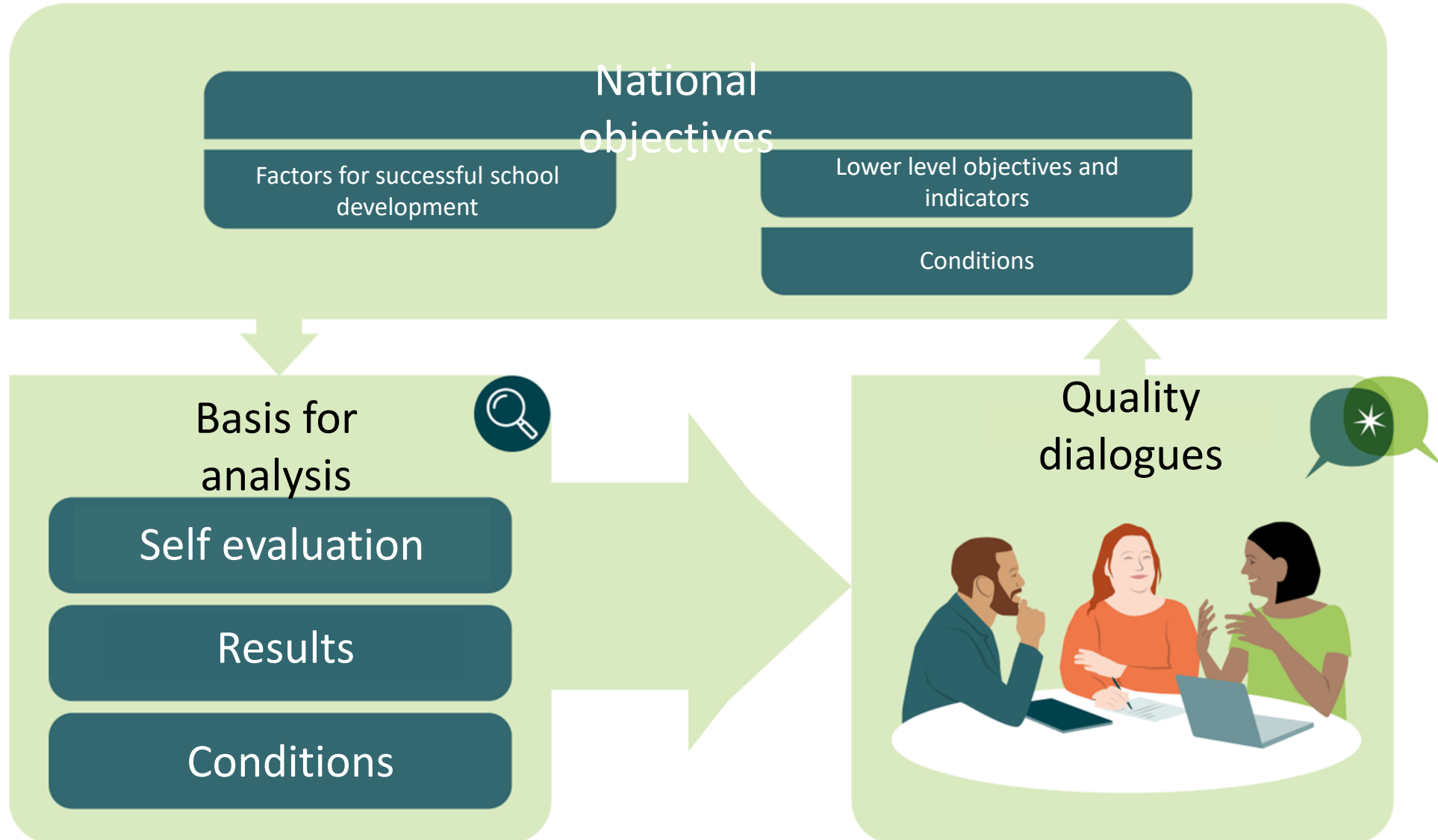
Committee for Quality Development in Schools SWEDEN - Skolverket



**Norwegian national
commission for quality
development**

Skolverket

The Swedish national quality system



Quality dialogues



A regional organization

So far offices are established in:

- Luleå,
- Härnösand,
- Solna and
- Malmö



Purposes

- the starting point for efforts at all preschools, schools, leisure centers and for all school providers.
- an important part in the work to fulfill the national goals and to improve and develop the Swedish school.
- facilitate the school providers work with the systematic quality work and make it possible for the principals themselves to follow up their activities based on a common framework.
- make it easier for the principals to choose interventions and set priorities.

National objectives, lower level objectives and indicators

- **National objective** (primary school): *In primary school, every student receives an equivalent, high-quality education that gives the student good opportunities to acquire and develop knowledge and values and provides a good foundation for continued education.*
- **Lower level objectives:** focusing areas with great impact on quality and equity
- **Indicators:** measures or values that provides information about the results. They can be used to track progress, monitor performance, or identify potential problems or opportunities..

Conditions

Children/students

For example: *proportion of girls, proportion of foreign background, proportion of parents with post-secondary education*

Staff

For example: *number of principals, pre-school*

teachers/teachers, proportion of qualified pre-school teachers/teachers, proportion of teachers with a university degree in special education

Costs

For example: *costs per pupil, of which tuition, pupil health, school meals*

Factors for successful school development

- Trusting climate
 - Health-promoting learning environment
 - Compensatory efforts
 - Competent leadership
 - Professional development
 - Systematic quality work with teaching in focus
- Clear distribution of roles and responsibilities

Tydlig roll- och ansvarsfördelning

En tydlig roll- och ansvarsfördelning kan bidra till framgångsrik skolutveckling genom att organisationen blir effektiv och ansvarstagande.

En tydlig roll- och ansvarsfördelning på alla nivåer i verksamheten kan ta sig uttryck i en kontinuerlig dialog inom och mellan organisationens olika nivåer om hur roller, mandat och ansvar bäst kan fördelas. Dialogen utgår från befintliga krav och förväntningar. Centrala frågor och fattade beslut kommuniceras på ett tydligt och genomtänkt sätt i hela organisationen. Förankring och uppföljning sker systematiskt och kontinuerligt. Det är väl känt i hela organisationen hur olika ansvar och mandat är fördelad och det framgår tydligt vilka förväntningar det finns på olika roller och funktioner samt hur beslutsfattande i organisationen går till. Alla i organisationen följer fattade beslut och var och en tar ansvar inom ramen för tilldelade mandat. På så sätt bidrar alla till en fungerande helhet.

Varje nivå i styrkedjan bidrar till en tydlig roll- och ansvarsfördelning genom att på

huvudmannanivån	rektorsnivån	undervisningsnivån
skapa samsyn och förståelse för hur hela organisationen ska bedriva arbetet med utgångspunkt i nationella mål och riktlinjer på alla nivåer samt i fattade beslut.	skapa samsyn och förståelse för hur verksamheten ska bedrivas med utgångspunkt i nationella mål och riktlinjer samt i fattade beslut.	skapa kollegial samsyn kring och förståelse för hur undervisningen kan bedrivas med utgångspunkt i nationella mål och riktlinjer samt i fattade beslut.
säkerställa att ansvar och roller på huvudmannanivån är tydligt beskrivna och väl förankrade samt följa upp att detta efterlevs. Säkerställa att roller och ansvar inom hela organisationen är tydligt beskrivna.	säkerställa att olika roller och ansvar inom såväl ledningsorganisationen som övriga delar av verksamheten är tydligt beskrivna och väl förankrade. Följa upp att beslut om roller och ansvar efterlevs.	ta ansvar för att utveckla undervisningen och verksamheten inom ramen för den egna rollen och det egna mandatet.
skapa en tydlig organisatorisk struktur som ger förutsättningar för gemensam förståelse för beslutade prioriteringar och åtgärder inom och mellan de olika nivåerna. Följa upp att fattade beslut efterlevs.	skapa en tydlig organisatorisk struktur som ger förutsättningar för att gemensam förståelse för beslutade prioriteringar och åtgärder i hela verksamheten. Säkerställa att de uppdrag, krav och förväntningar som ingår i olika roller och ansvar är förankrade. Följa upp att fattade beslut efterlevs.	genomföra och arbeta i enlighet med beslutade prioriteringar och åtgärder och inom ramen för beslutat mandat.

Basis for analysis, part 1

Grundskola			Grundskola		
<p>Nationell målsättning: I grundskolan får varje elev en likvärdig utbildning av hög kvalitet som ger eleven goda möjligheter att inhämta och utveckla kunskaper och värden samt ger en god grund för fortsatt utbildning.</p>			<p>Nationell målsättning: I grundskolan får varje elev en likvärdig utbildning av hög kvalitet som ger eleven goda möjligheter att inhämta och utveckla kunskaper och värden samt ger en god grund för fortsatt utbildning.</p>		
Verksamhetens förutsättningar			Delmål och indikatorer		
Elever			Delmål 1: Varje elev har de kunskaper den behöver för att vara väl förberedd för fortsatt utbildning.		
Antal elever	Huvudman	Riket totalt	Andel (%) elever som har lägst betyget E i samtliga ämnen efter år 6	Huvudman	Riket totalt
- varav flickor (%)	48	49	Andel (%) elever som har lägst betyget E i samtliga ämnen efter år 9	61,7	72,4
- varav med utländsk bakgrund (%)	50	26	gymnasieskolan	81,4	85,0
- varav med föräldrar med eftergymnasial utbildning (%)	52	62		75,2	79,3
Personal			Delmål 2: Varje elev får en utbildning som präglas av trygghet och en undervisning som präglas av studiero.		
Personal totalt	Huvudman	Riket totalt	Elevers upplevelse av trygghet i år 5**	Huvudman	Riket totalt
- varav rektorer	11	x	Elevers upplevelse av trygghet i år 9**	8,4	8,2
- varav lärare	639	x	Elevers upplevelse av studiero i år 5**	8,1	7,7
- varav studie- och yrkesvägledare	10	x	Elevers upplevelse av studiero i år 9**	5,1	5,1
Lärare, kvinnor (%)	73	x	Elevers upplevelse av studiero i år 5**	5,6	5,4
Lärare, med pedagogisk högskoleexamen (%)	84	x	Pedagogiska personalens uppfattning om trygghet**	8,0	8,0
			Pedagogiska personalens uppfattning om studiero**	6,7	6,8
Lärare, med behörighet i minst ett av sina undervisningsämnen (%)	66	71	Delmål 3: Varje elev får en undervisning som ger den ledning och stimulans den behöver för att kunna nå så långt som möjligt i sitt lärande och sin utveckling.		
Lärare, med specialpedagogisk högskoleexamen (%)	5	6	Elevers upplevelse av stimulans i år 5**	Huvudman	Riket totalt
Lärare, tillsvidareanställda (%)	85	87	Elevers upplevelse av stimulans i år 9**	6,6	6,3
Förstelärare och lektorer (%)	14	11	Pedagogiska personalens uppfattning om stimulans**	5,7	5,1
Antal elever per lärare	14	12		6,9	7,0
Antal elever per SYV	875	1524	Delmål 4: Varje elev som är i behov av stöd får det stöd den behöver.		
Kostnader			Elevers upplevelse av stöd i år 5**		
Kostnader totalt (tkr)	Huvudman	Riket totalt	Elevers upplevelse av stöd i år 9**	Huvudman	Riket totalt
- varav undervisning (tkr)	1075299	x	Pedagogiska personalens uppfattning om stöd**	7,9	7,9
Kostnader per elev	618460	x	Pedagogiska personalens uppfattning om särskilt stöd**	6,8	6,9
	123300	121800		7,9	7,8
- varav lokaler och inventarier	18100	20300	Delmål 5: Varje elev kan läsa och använda det svenska språket på ett rikt och nyanserat sätt.		
- varav undervisning	70900	68400	Andel (%) elever som uppnår kravnivån på samtliga delprov i det nationella provet i svenska eller svenska som andraspråk i år 3	Huvudman	Riket totalt
- varav skolmåltider	6000	6700	Andel (%) elever som har lägst betyget E i ämnet svenska eller svenska som andraspråk i år 6	73	76,9
- varav lärverktyg, utrustning, skolbibliotek	3700	5300	Andel (%) elever som har lägst betyget E i ämnet svenska eller svenska som andraspråk i år 9	81	88
- varav elevhälsa	4000	4200		87,3	90,9
- varav övrigt	20700	17000	Delmål 6: Varje elev kan använda sig av matematiskt tänkande för vidare studier och i vardagslivet.		
			Andel (%) elever som uppnår kravnivån på samtliga delprov i det nationella provet i matematik i år 3	Huvudman	Riket totalt
				68,5	76,6

Basis for analysis, part 2, Self evaluation

Framgångs- faktor	Påstående utifrån framgångsfaktor	Håller med helt och hållet	Håller med till stor del	Håller med till viss del	Håller inte med alls	Vet inte
Tydlig roll- och ansvars- fördelning	Vi har en effektiv och ansvarstagande organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Vi för en kontinuerlig dialog inom och mellan våra olika verksamheter och nivåer för att utveckla roller, mandat och ansvar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Vi kommunicerar och förankrar fattade beslut och annan information på ett tydligt och genomtänkt sätt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Vi känner till och agerar i enlighet med befintliga krav, förutsättningar och de förväntningar som finns för olika roller och funktioner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Vi följer fattade beslut och tar ansvar inom ramen för vårt mandat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Committee for Quality Development in Schools SWEDEN - Jörgen Tholin



Bygga, bedöma och betygssätta

– betyg som bättre speglar elevernas kunskaper



Utredningens uppdrag

- Modell för ämnesbetyg i gymnasieskolan och gymnasiesärskolan
- Kompensatoriska inslag i betygssystemet
- Dokumentation vid ej godkänt betyg
- "All tillgänglig information" om elevens kunskaper vid betygssättning
- Tilläggsdirektiv om betygsinflation (september 2019)

Utredningens arbetssätt



Stort fokus på synpunkter från elever, lärare och skolledare

- Kommunbesök
- Elevenkät (gymnasieskolan)
- Sociala medier
- Möten med olika skolaktörer
- Referensgrupp med forskare
- Parlamentariskt sammansatt referensgrupp
- Internationella besök och kontakter

Övergripande problembild



Betygsutredningen 2018

- Mer fokus på betyget än på lärandet
- Fragmentiserat lärande
- Stress för elever och lärare
- Fokus på insamling av betygsunderlag
- Fokus på att hela tiden bli bedömd
- Elever upplever att betyget sätts på deras sämsta prestation
- Kunskapskraven upplevs som otydliga.
- Betyget F ger dålig information om elevens kunskapsnivå

Förslag

- ämnesbetyg för den gymnasiala nivån

- Ämnesbetyg införs i en ämnesutformad gymnasieskola, gymnasiesärskola och komvux på gymnasial nivå
- Ämnen delas in i nivåer
- Betyg i ämnet sätts efter varje nivå
- Betygen ersätter varandra fram till det slutliga betyget

Syftet är att minska fragmentiseringen och ge bättre förutsättningar för helhetslärande och djuplärande



Förslag

- kompensatorisk betygssättning

- Godkända kunskaper ska kunna kompenseras för betygen A-D
- För betyget E ska kraven vara uppfyllda i sin helhet
- Begreppet betygskriterier ska ersätta begreppet kunskapskrav

Syftet är att betygen bättre ska motsvara elevernas kunskaper



Förslag

- ytterligare ett underkänt betyg

- Ytterligare ett underkänt betygssteg införs – Fx.
- Fx sätts när elever har kunskaper som är nära den godkända nivån.
- Förslaget gäller alla skolformer där betyget F används.
- I den obligatoriska skolan ska betyget Fx motsvara poäng.

Syftet är att även den underkända nivån ska visa på elevens kunskapsutveckling och motivera eleven att sträva mot ett godkänt betyg



Förslag

- "en allsidig bedömning"

- Formuleringen "all tillgänglig information" tas bort från läroplanerna
- Läraren gör vid betygssättningen en allsidig bedömning av elevens kunskaper
- Förslaget ska gälla alla skolformer

Syftet är att både lärare och elever får en rimligare arbetssituation. Mer fokus på lärande än insamlande av betygsunderlag och ständig bedömning av eleverna



Problembild betygsinflation



Betygsutredningen 2018

- De högre betygen har ökat kraftigt i grundskolan
- Lärare tolkar kunskapskraven olika - leder till olikvärdig betygssättning
- Skolvalet - konkurrens om elever
- Många obehöriga lärare
- Visst mått av relativ betygssättning
- Målet "ökad måluppfyllelse"
- Tilltron till betygssystem och urvalssystem kan urholkas

Exempel på insatser mot betygsinflation

- Nationella prov används i större utsträckning för att styra betygssättningen
- Examensprov införs i gymnasieskolan
- Central rättning av nationella prov
- Kollegial bedömning och betygssättning
- Förtydliga huvudmannens/rektors roll kring det systematiska kvalitetsarbetet
- Införa nationella kunskapsutvärderingar



Committee for Quality Development in Schools SCOTLAND





Welcome to Scotland

Ollie Bray – Strategic Director, Education Scotland

Some recent history – Curriculum for Excellence

2002 - the 'National Debate on Education'

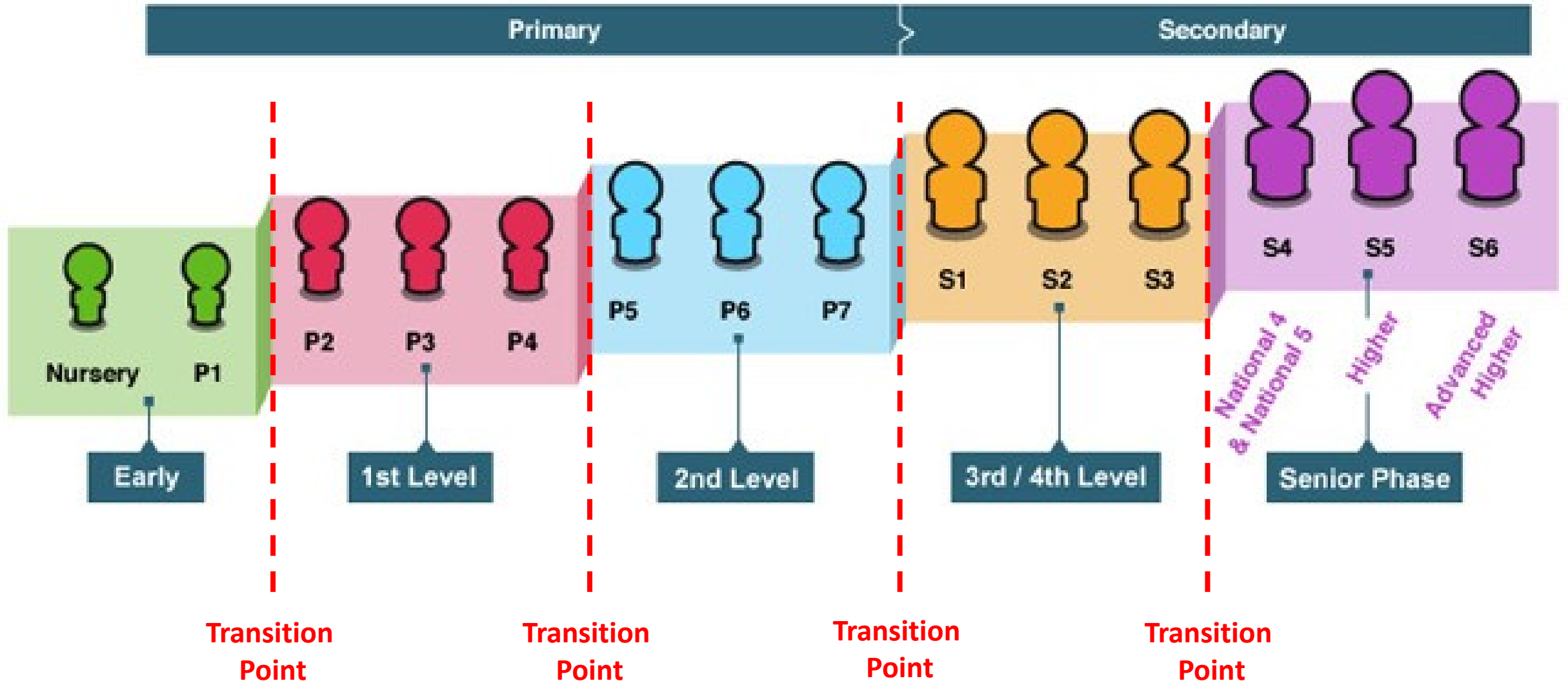
2003 - established a Curriculum Review Group to identify the purposes of education for the 3-18 age range and to determine key principles to be applied in a redesign the curriculum.

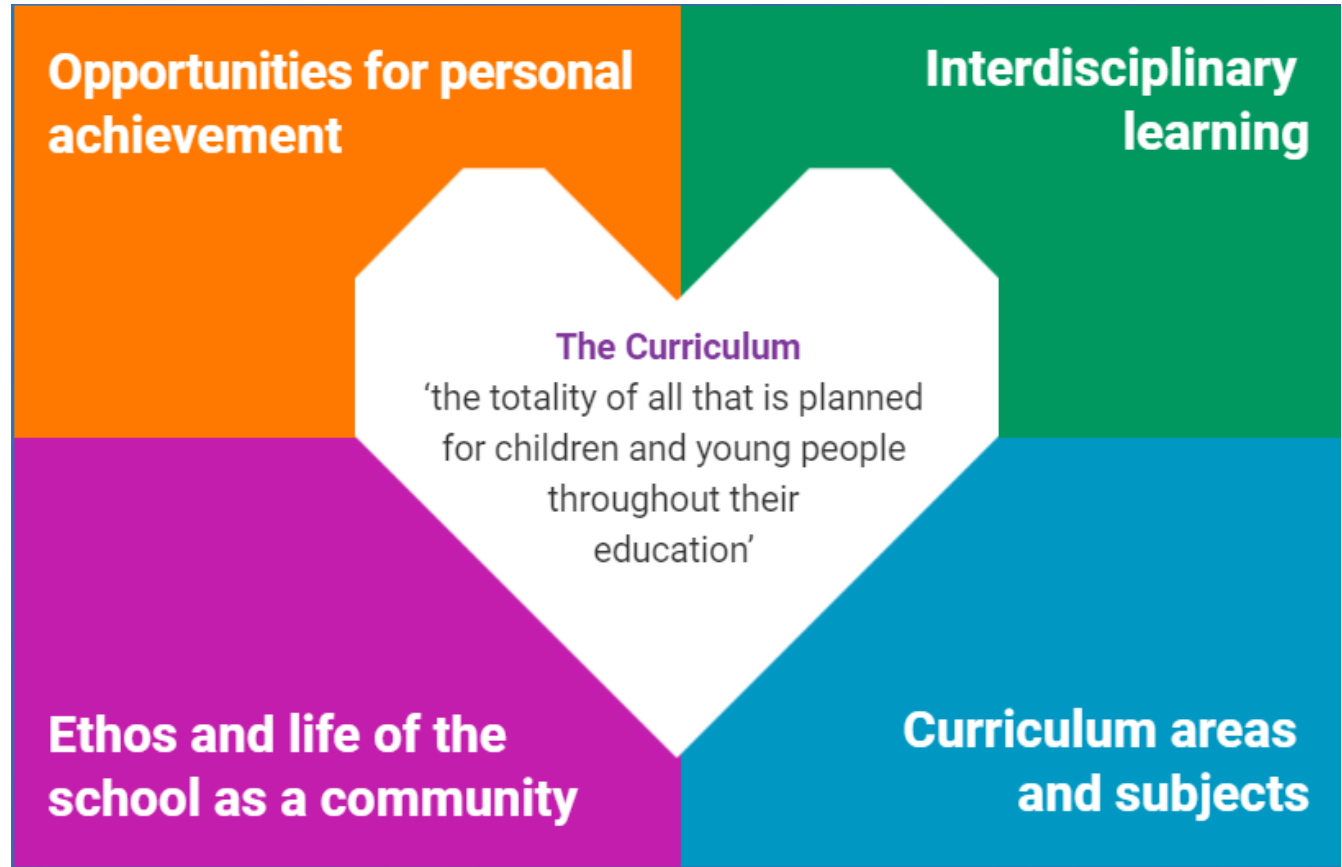
2004 - publication of the document ***A Curriculum for Excellence***. This document identified four key purposes of education; those that enable young people to become, "successful learners, confident individuals, responsible citizens and effective contributors."

2010–2011 - The Curriculum for Excellence was implemented in schools and then continued to be phased in for the next four years.

2023 – #TalkScottishEducation – a national conversation on the future of Scottish Education.

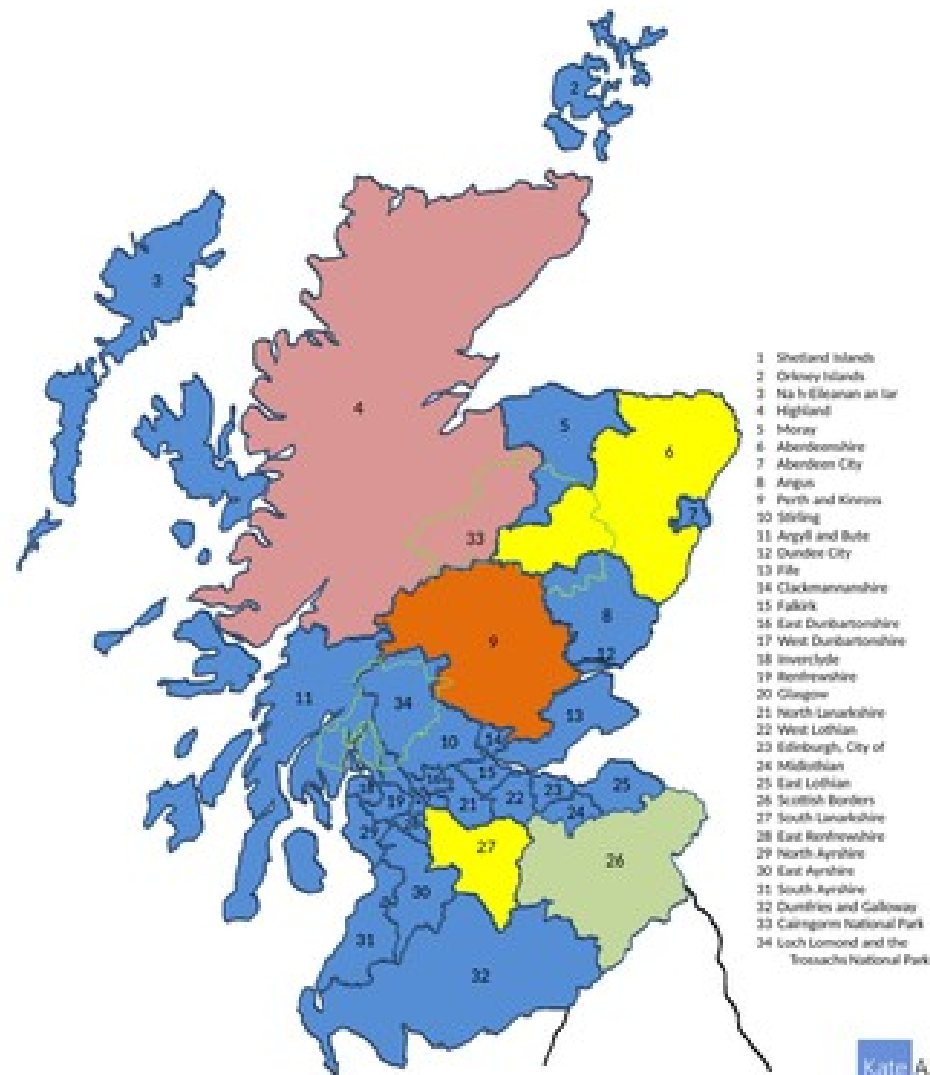






32

LOCAL AUTHORITIES AND NATIONAL PARKS



The background features a stylized bar chart with vertical bars in shades of purple and orange. A black line graph with white circular markers is overlaid on the bars. A magnifying glass with a dark blue frame and a light blue handle is positioned in the center, focusing on a specific bar. The text labels are arranged in white boxes on the right side of the image.

International Comparators

National SA & ACEL Data

School Inspection

National Benchmarking

The Future

International Studies

The logo for PISA (Programme for International Student Assessment) features the letters 'P', 'I', 'S', and 'A' in a stylized, multi-colored font. Each letter is composed of several overlapping segments in shades of blue, red, green, and yellow.The logo for TIMSS & PIRLS (Trends in International Mathematics and Science Study and Progress in International Reading Study) is a black square containing the text 'TIMSS & PIRLS' in white, serif, all-caps font, arranged in three lines.

2006

National Standardised Assessments (NSAs)

- The National Standardised Assessments for Scotland provide teachers with indicative, **diagnostic information** on the progress of learners from P1, P4, P7 and S3 in aspects of reading, writing and numeracy.
- **Marked automatically**, giving teachers **immediate feedback** to help children and young people progress through their learning.
- In P1 children take two SNSA assessments: one in literacy and one in numeracy.
- In P4, P7 & S3 children take three SNSA assessments: one in reading, one in writing and one in numeracy.
- Used to inform teacher judgement.



Assessment of Curriculum for Excellence Levels (ACEL)

- Provides information on national performance of school pupils in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy.
- Reports on the percentage of pupils who have achieved the expected Curriculum for Excellence level in these organisers, **based on teachers' professional judgements.**
- Covers all Primary 1 (P1), Primary 4 (P4), Primary 7 (P7) and Secondary 3 (S3) pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.
- Collected since 2015/2016.
- Experimental statistics until 2017/2018
- **Official Statistics from 2018/2019.**
- Disruption during COVID-19.

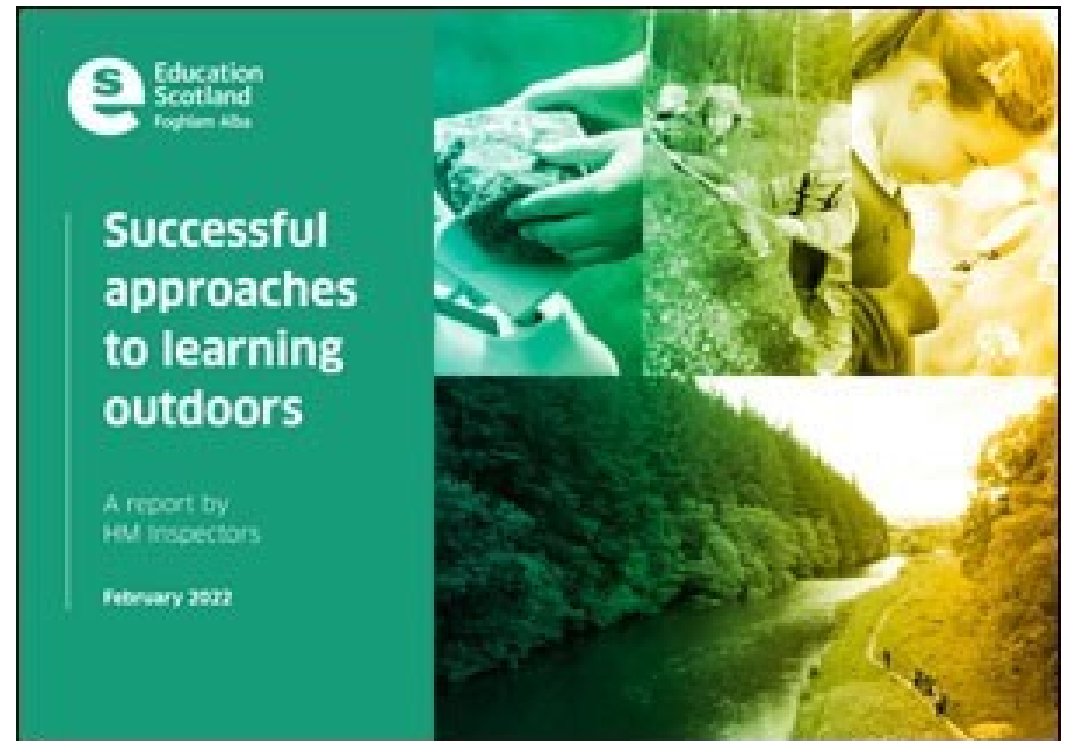
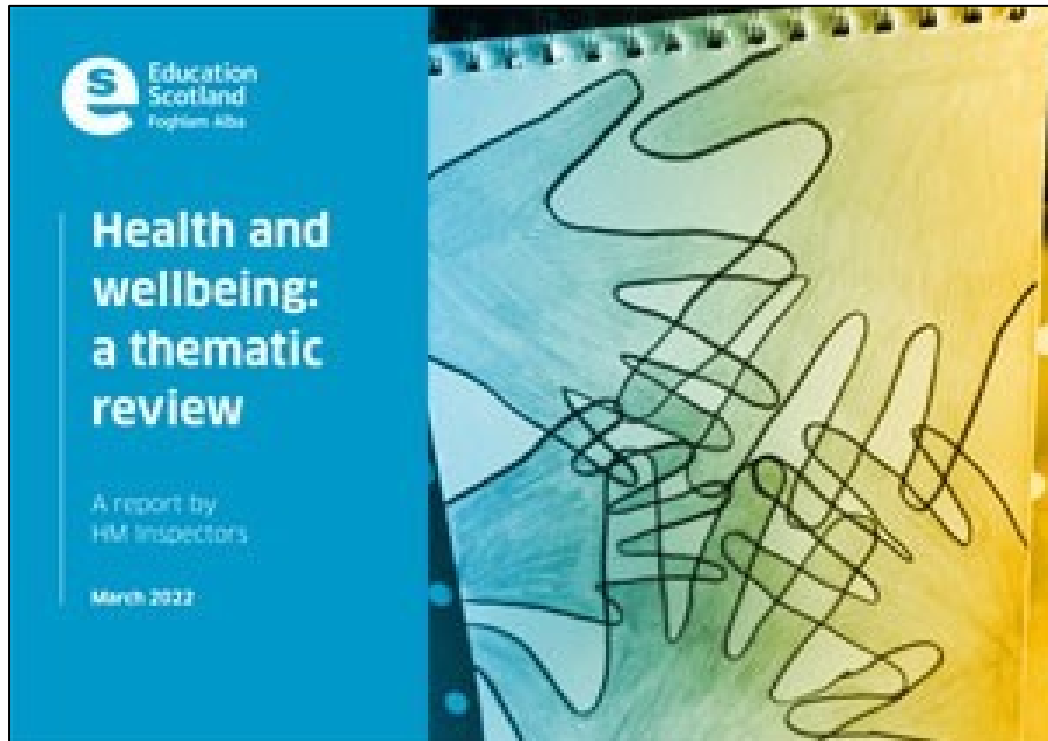
The image shows the cover of a Scottish Government publication. At the top right is the Scottish Government logo with the text 'Scottish Government Rìghdhalas na h-Alba'. Below this is the subtitle 'An Official Statistics publication for Scotland'. The main title is 'CHILDREN, EDUCATION AND SKILLS' in a dark red box. Below that, the specific title is 'Achievement of Curriculum for Excellence (CfE) Levels 2021/22' with the date '13th December 2022'. The cover lists key points: 'This statistical publication: Provides information on national performance of school pupils in the literacy organisers (i.e. reading, writing, and listening and talking) and numeracy. Reports on the percentage of pupils who have achieved the expected Curriculum for Excellence level in these organisers, based on teachers' professional judgements. Covers all Primary 1 (P1), Primary 4 (P4), Primary 7 (P7) and Secondary 3 (S3) pupils in publicly funded mainstream schools, and all pupils based in publicly funded special schools/units.' It also includes a note about data for 2020/21 not being collected due to the COVID-19 pandemic and a disclaimer about comparisons between 2021/22 and 2020/21 data. At the bottom, it states 'Full results are available from the supplementary tables.' and 'School level results (where available) are accessible from the School Information Dashboard.'

School Inspection



What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>

Thematic Inspection



Insight Benchmarking

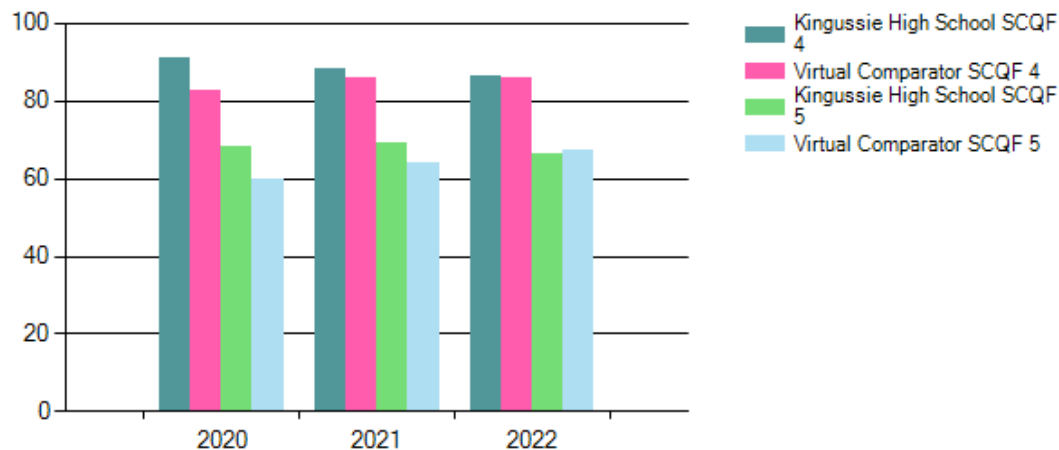
- Insight is an online benchmarking tool for secondary schools and local authorities in Scotland to reflect on and seek improvements in outcomes for learners.
- Compares against:
 - National Average
 - Local Authority Average
 - Virtual Comparator



Dashboard: National Measures

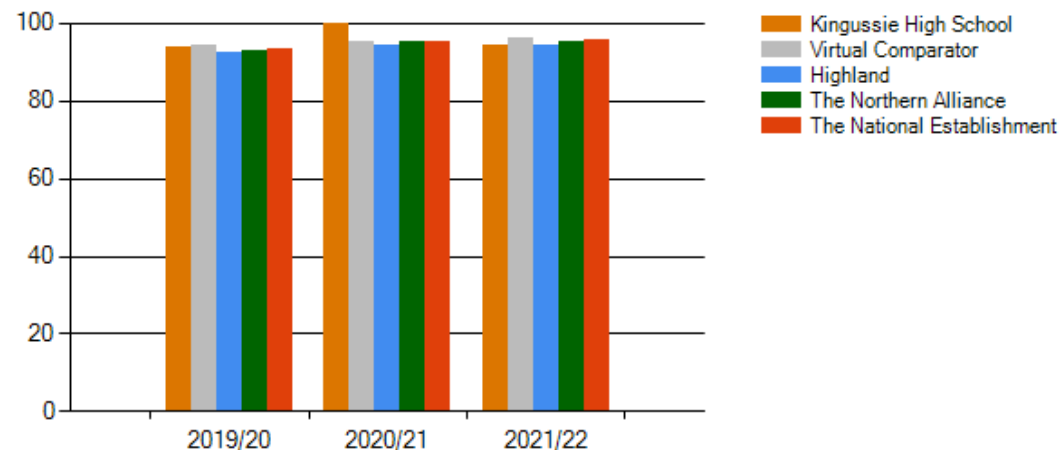
Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy



Ollie Bray (Ollie.Bray@educationscotland.gov.scot) is signed in
increasing post-school participation

Percentage of School Leavers in a Positive Destination

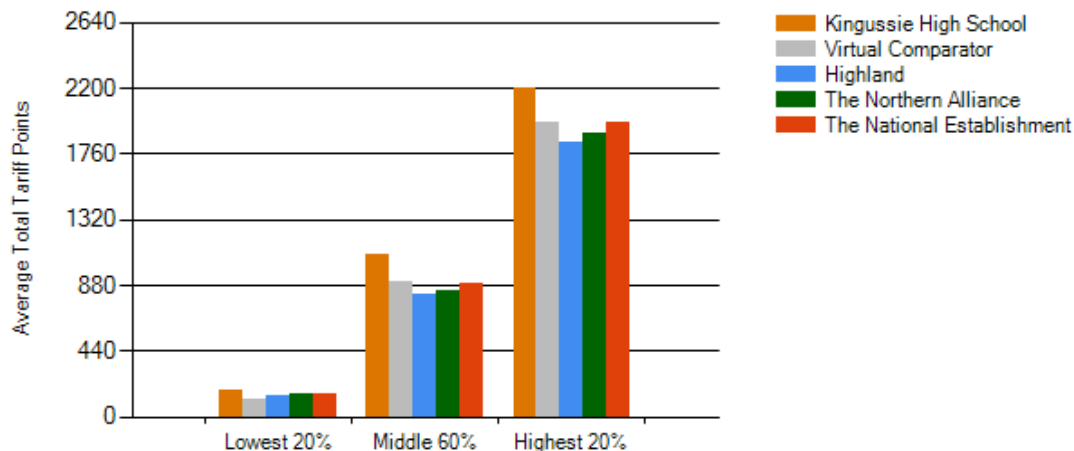


[+ Add to personal dashboard](#)

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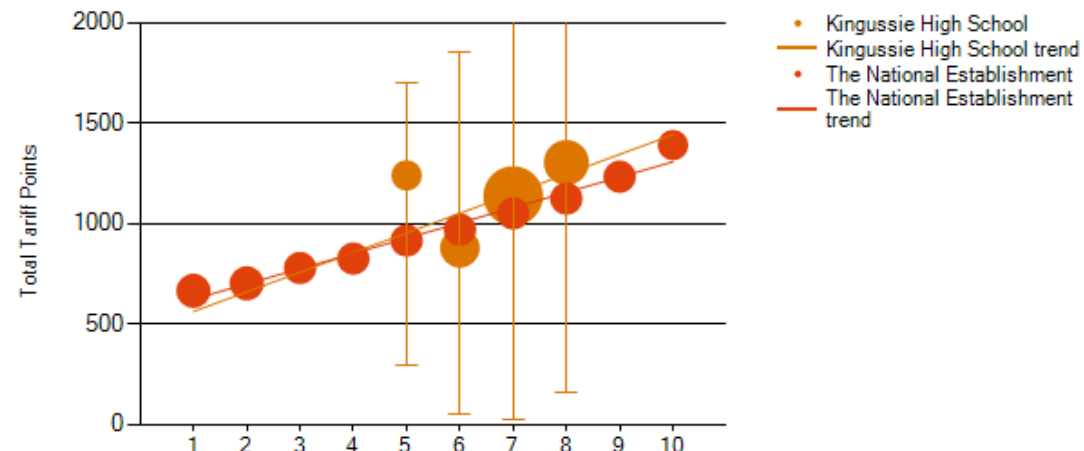
Improving attainment for all

Average Total Tariff Points



Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



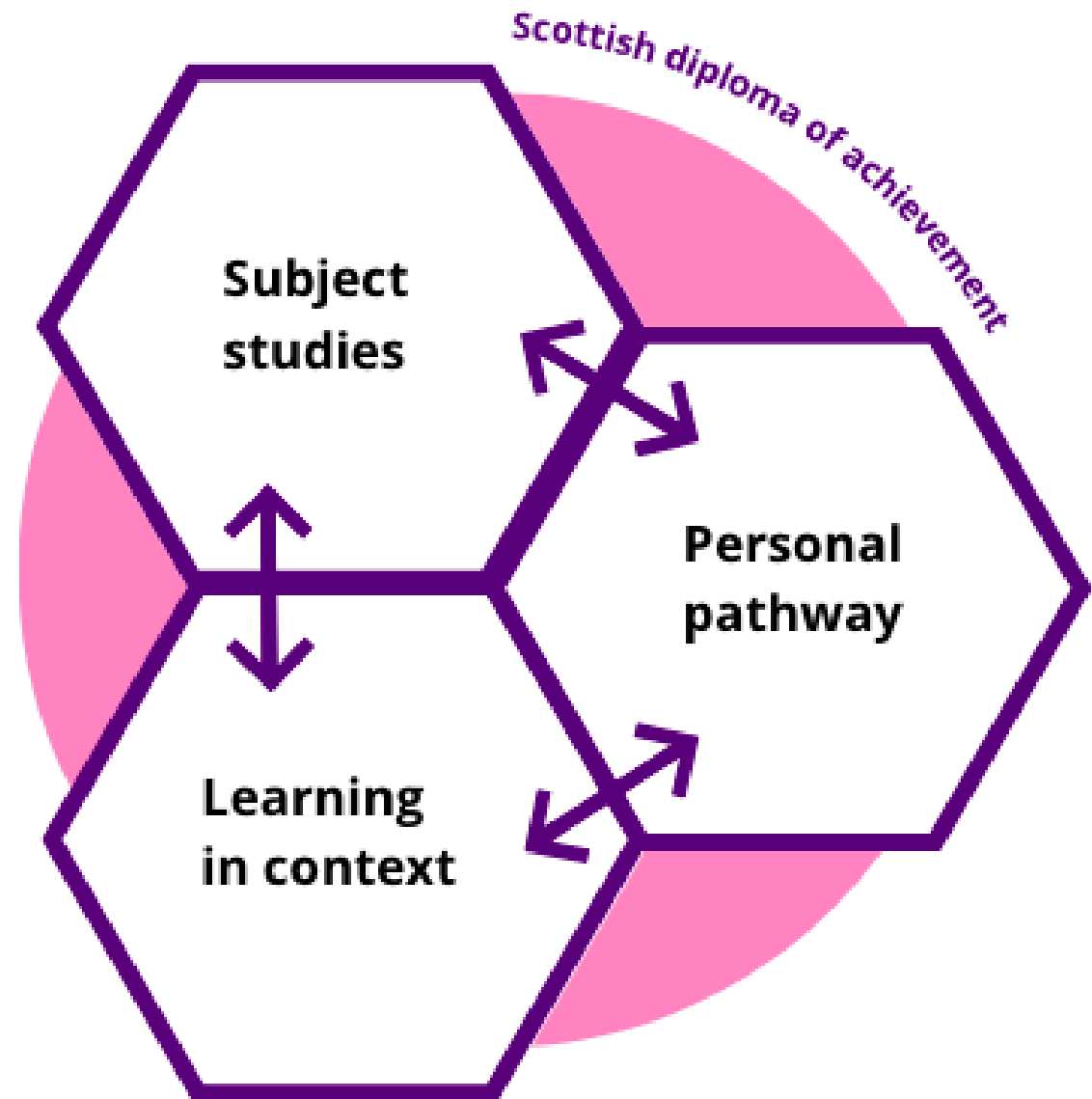
Senior Phase – Portfolio

- 1 year long
- 5-7 subjects a year
- Good balance between ‘academic’ and ‘vocational’
- School, college and employer partnerships
- Mixed classes of 15 – 18 year olds depending on course choice.



SCQF Levels	SQA Qualifications		
12			↑
11			
10			
9			
8		Higher National Diploma	↓
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	
6	Higher, Awards, Skills for Work Higher		
5	National 5, Awards, Skills for Work National 5		
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award
3	National 3, Awards, Skills for Work National 3		
2	National 2, Awards		↓
1	National 1, Awards		

Hayward Review





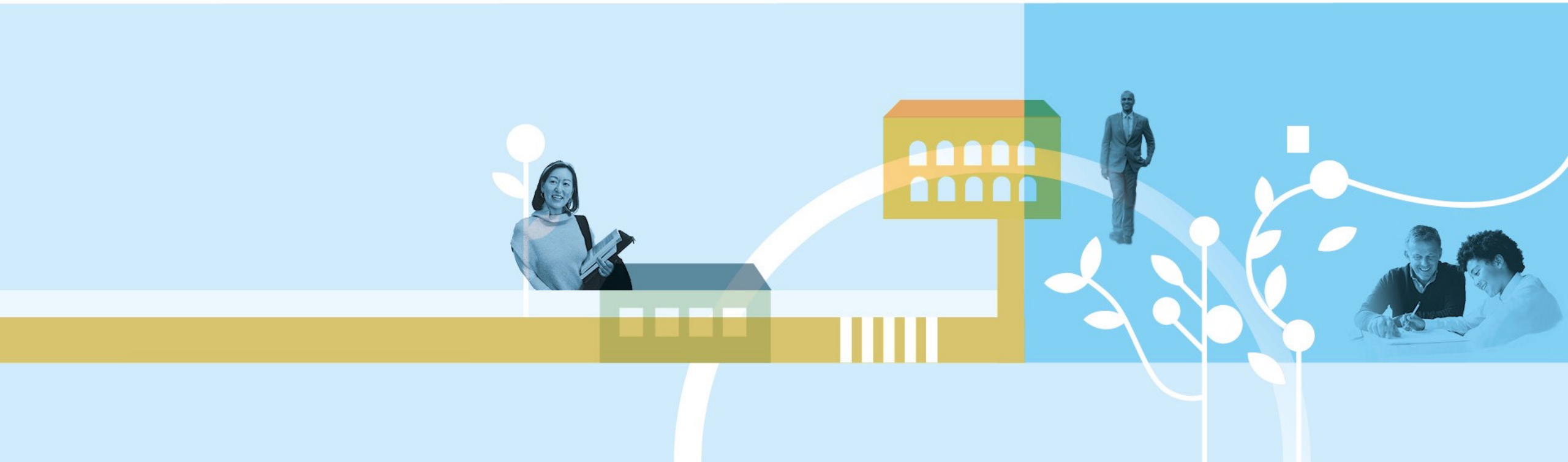
Questions, challenge, etc...

t: @olliebray

e: ollie.bray@educationscotland.gov.scot

Committee for Quality Development in Schools

- BREAK 2:45 – 3:00



Committee for Quality Development in Schools FLEMISH COMMUNITY of BELGIUM



Towards central testing in the Flemish school education system

Committee for Quality Development in Schools International webinar
10 May 2023

Jeroen Backs

- ▶ Head of Unit
- ▶ Strategy and Knowledge Unit
Department of Education and
Training
- ▶ Flemish Community of Belgium
- ▶ jeroen.backs@ond.vlaanderen.be



Vlaanderen
is onderwijs & vorming

DEPARTEMENT
ONDERWIJS & VORMING

The Flemish education system

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graph TD; A[The Flemish education system] --> B[Quality assessment & development]; B --> C[Introduction of standardised testing in Flanders];
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Quality assessment & development

Introduction of standardised testing in Flanders

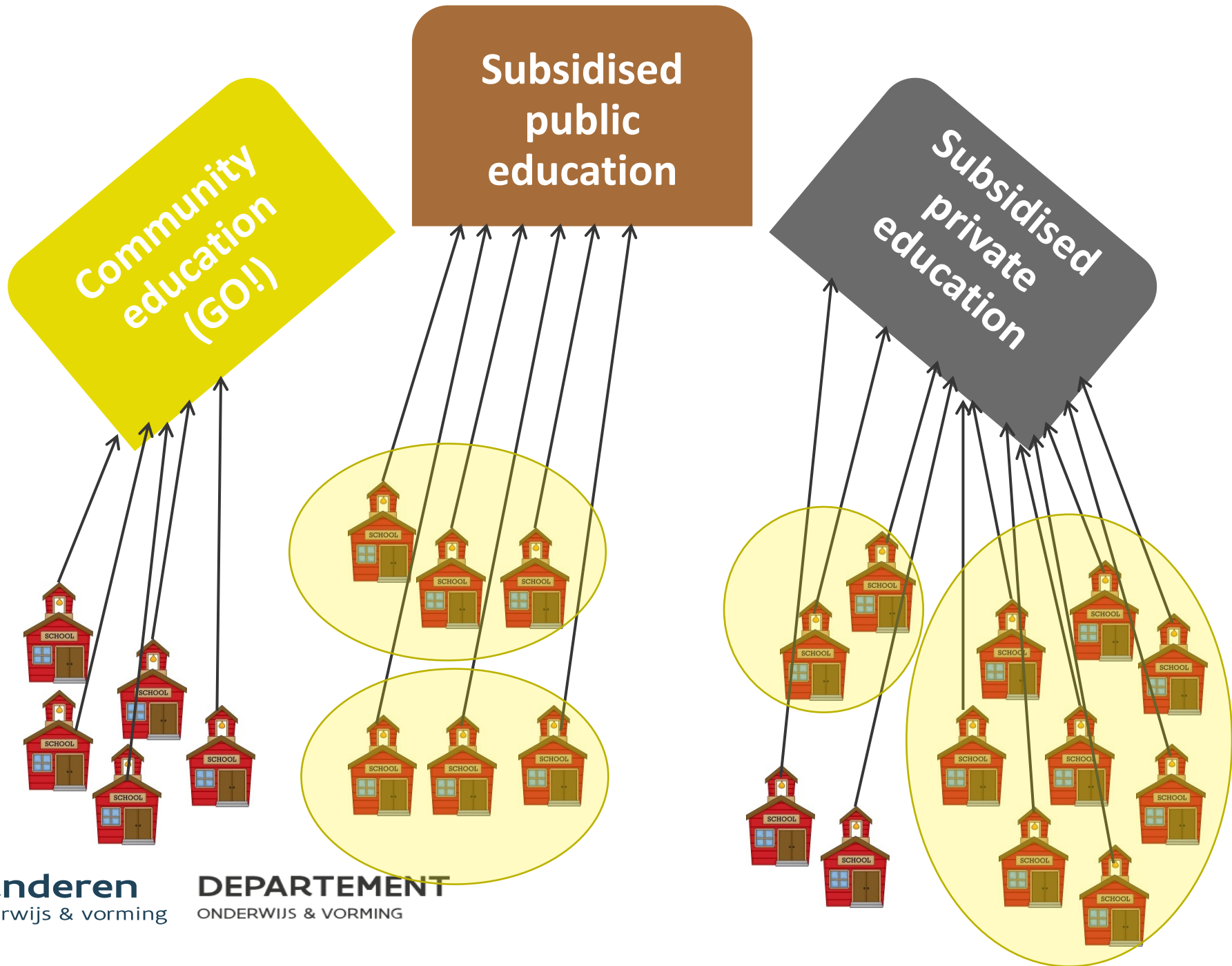


Main principles of the Flemish education system



- ▶ Freedom of education
- ▶ Compulsory learning from 5 to 18 - education usually starts at 2.5
- ▶ High level of autonomy
- ▶ Access is free in elementary and secondary education; costs are limited





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School autonomy



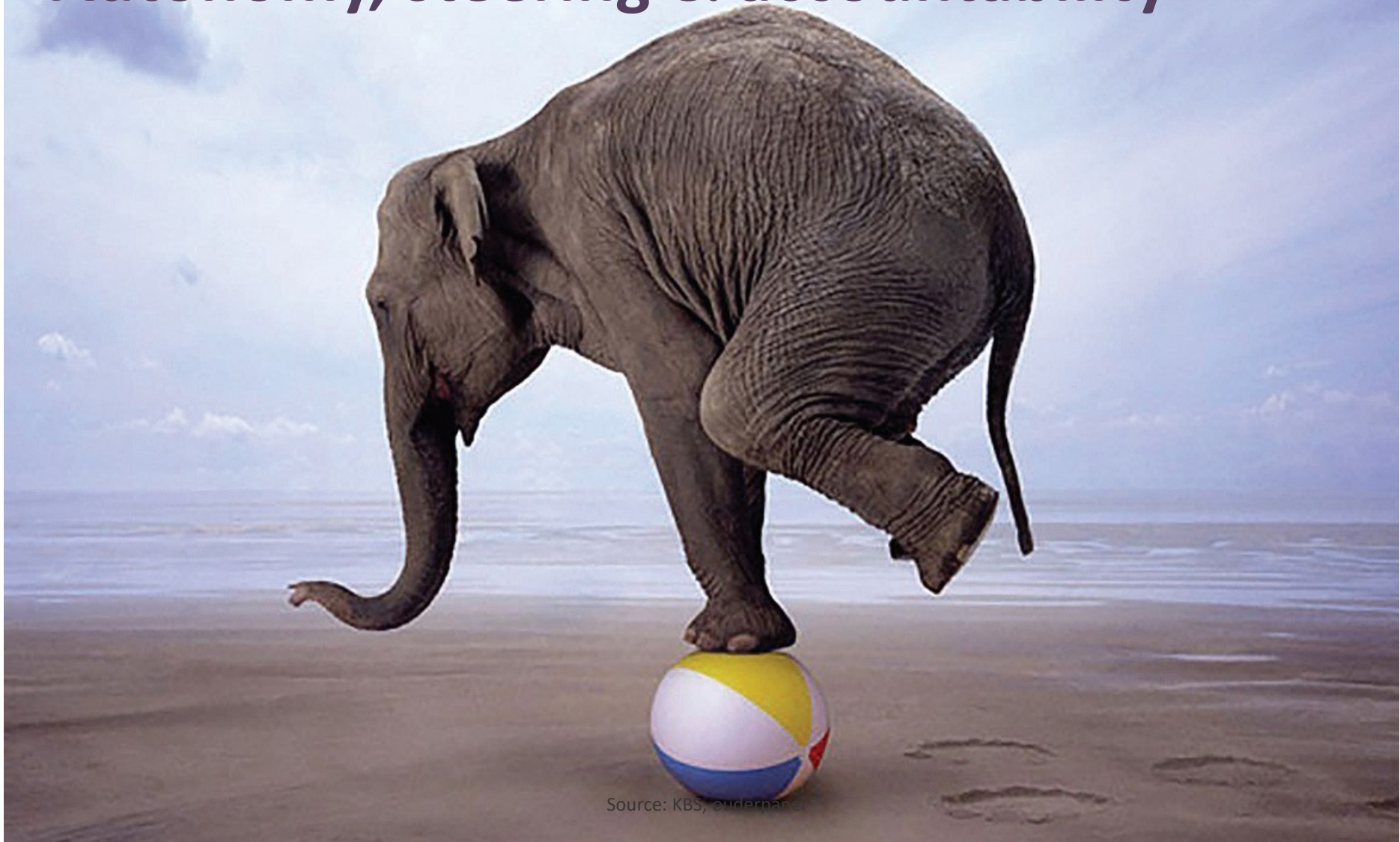
Source: Talis 2018



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ONDERWIJS & VORMING

Autonomy, steering & accountability



Source: KBS, Oudermaats



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Feeling of administrative burden

- ▶ Stress and a feeling of lack of trust
- ▶ Multiple actors
- ▶ School leader as gate keeper



The Flemish education system



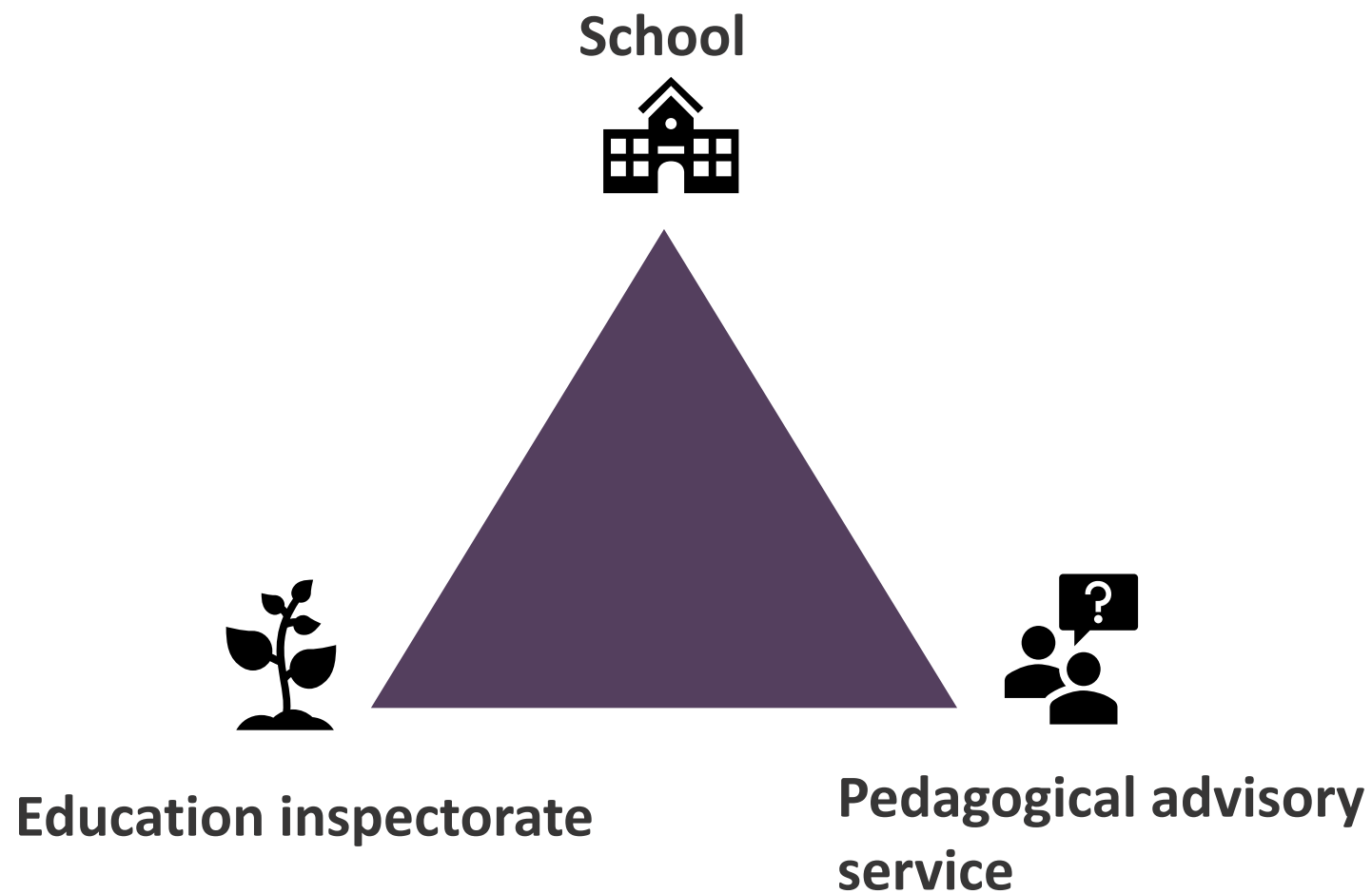
Quality assessment & development



Introduction of standardised testing in Flanders



Main actors

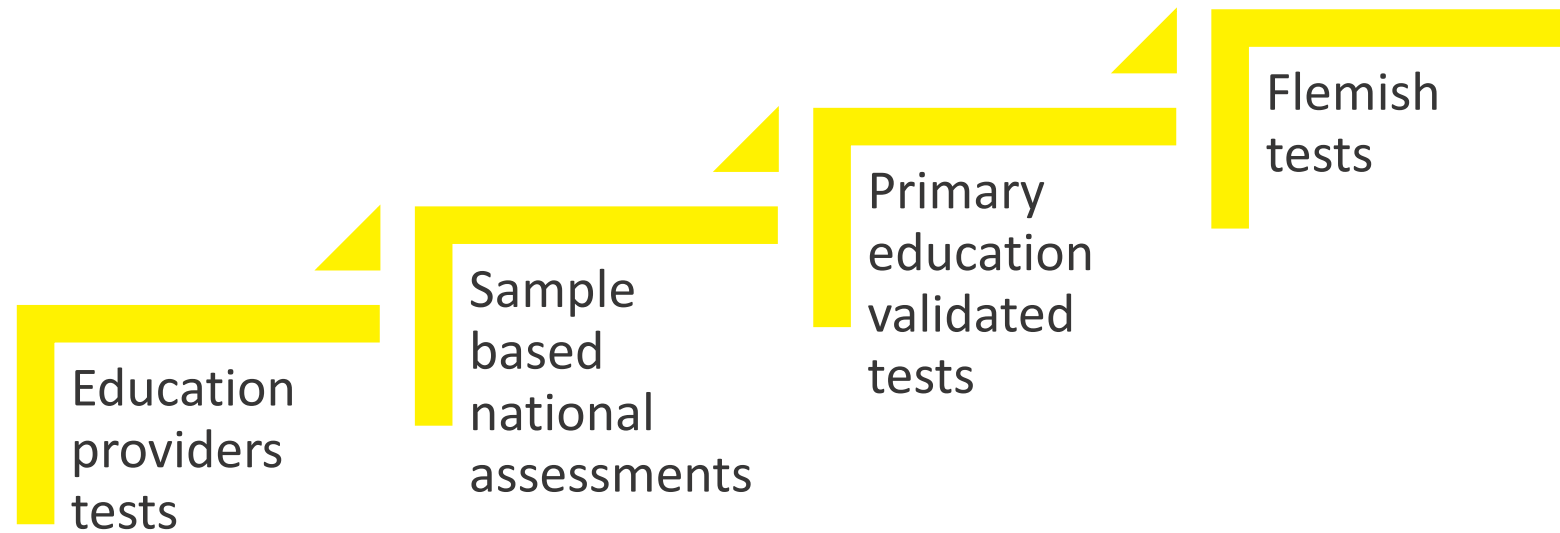


Instruments

- ▶ Attainment targets
- ▶ Reference framework for quality of education
- ▶ School inspections
- ▶ National and international sample-based performance assessments



Historical evolution central tests



The Flemish education system



Quality assessment & development



Introduction of standardised testing in Flanders

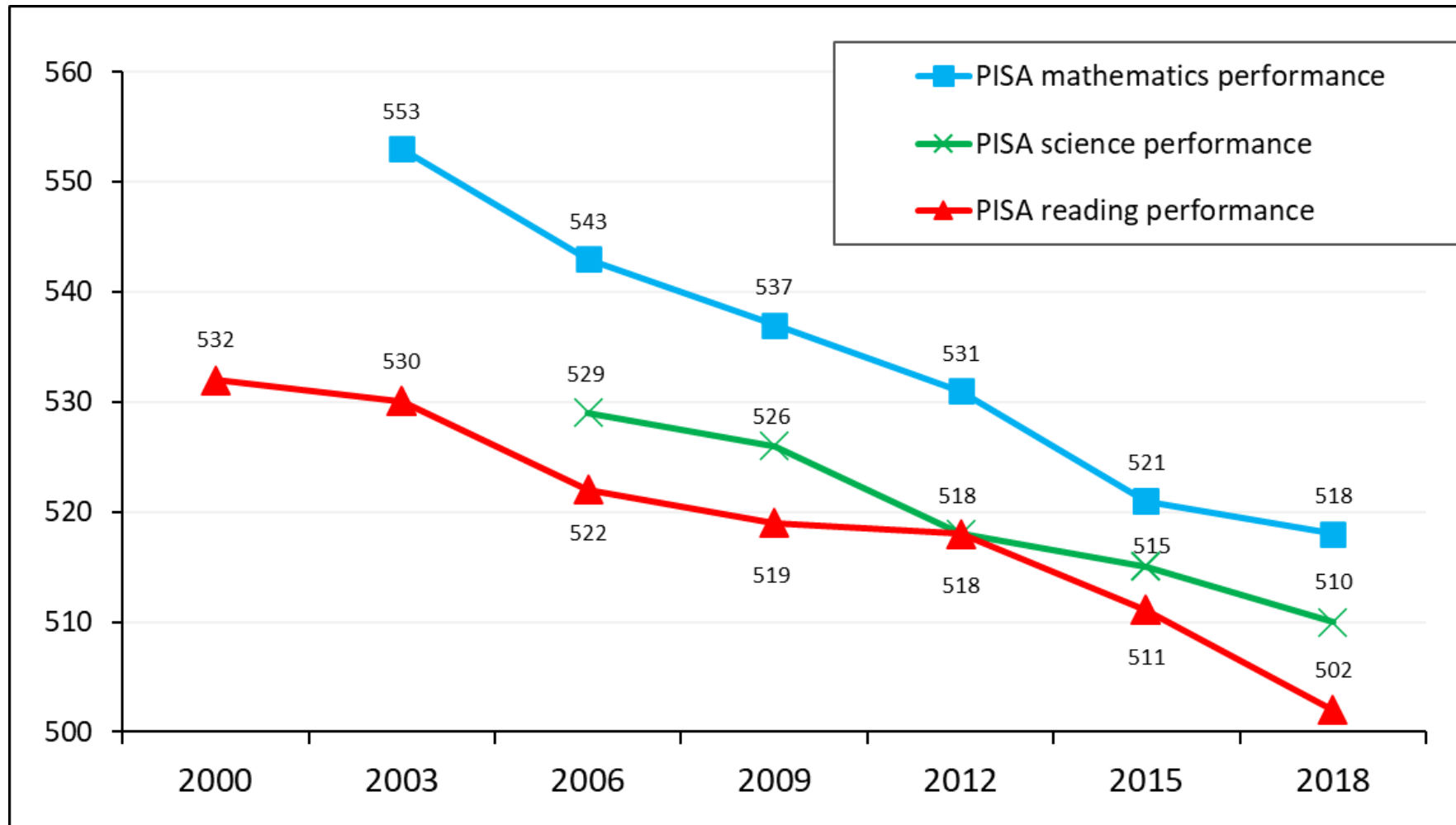


Why Flemish tests?

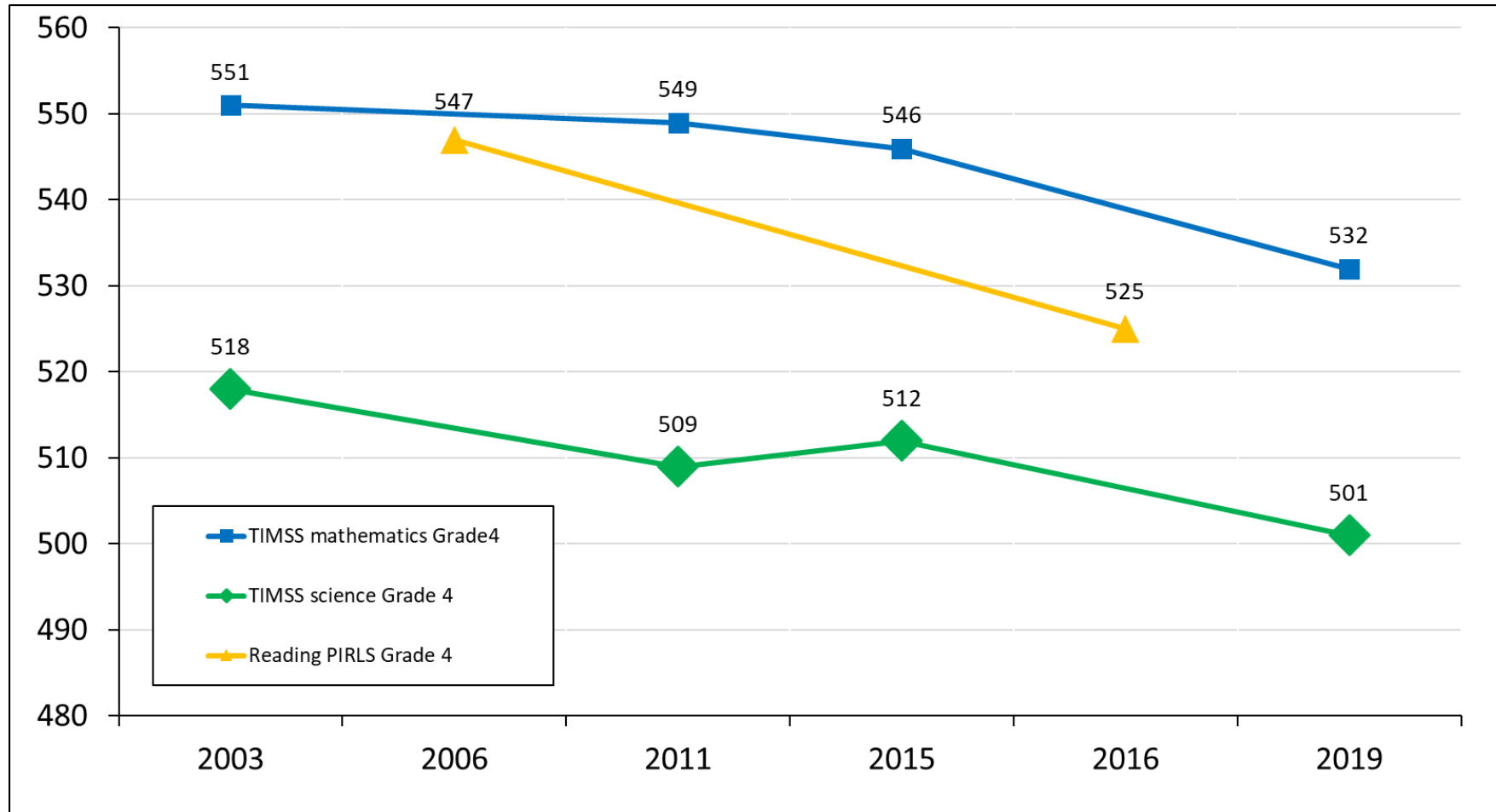
anderen
lerwijs & vorming



Trends in PISA Flanders



Trends in PIRLS & TIMSS Flanders



Monitoring and developing quality of education

Policy makers

- monitor results at system level

Schoolteams

- monitor results at school level & class level
- Internal quality development
- Dialogue on pupils results

Education inspectorate & pedagogical advisory services

- Additional information source

Pupils & parents

- information on individual results

What do the Flemish tests look like?



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DEPARTEMENT
ONDERWIJS & VORMING

Which kind of tests?

2 subjects:

- Mathematics
- Dutch (reading comprehension, writing, grammar)

Based on the attainment targets

Same tests for all schools

Digital & adaptive tests



When?



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	May 2022	May 2023	May 2024	May 2025	May 2026	May 2027
Primary school						
Grade 4		pilot	Test 1	Test 2	Test 3	Test 4
Grade 6				pilot	Test 1	Test 2
Secondary school						
Grade 8	Sample assessment	pilot	Test 1	Test 2	Test 3	Test 4
Grade 12					pilot	Test 1



What can we learn from the results?



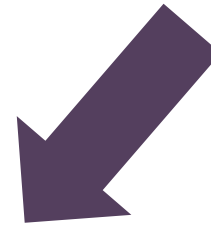
Vlaanderen
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Accountability: intended use of test results

Culture
general dislike
of 'accountability'

Evidence
high-stakes testing abroad
leading to unintended use
(fraud, student selection, ...)



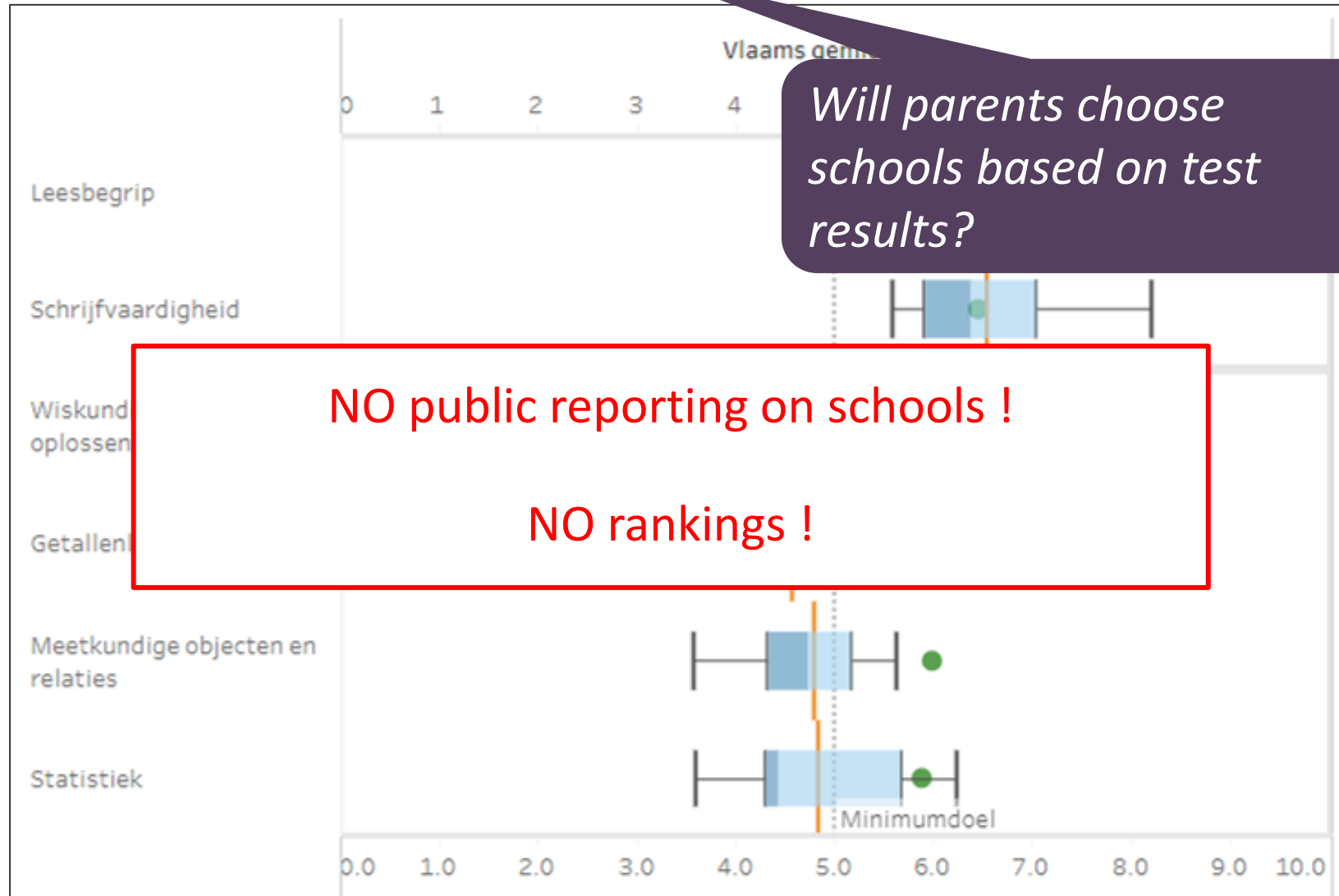
School level : Low stakes tests

School feedback dashboard for internal use

Inspectorate receives the school results of all schools every year to use them as input for the school visits (quick & differentiated audits)

=> obligatory guidance when necessary

Feedback on the school and class



Will parents choose schools based on test results?

NO public reporting on schools !
NO rankings !

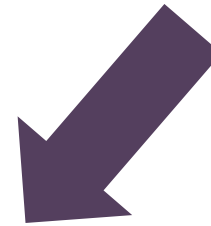
Accountability: intended use of test results

Tradition:
Free choice of study
programme in secondary
school

Tradition:
autonomy of school in
student evaluation

Evidence:
high-stakes testing
leads to more objective
allocation of students to study
programmes
(lower impact of SES)

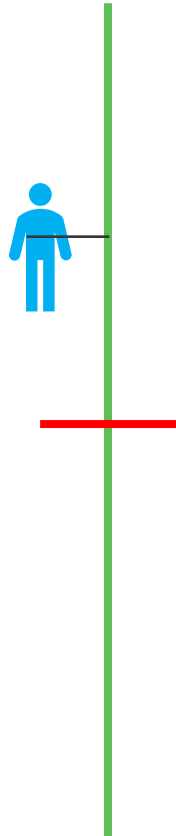
Evidence:
high-stakes testing
leads to more shadow education



Student level: low-stakes tests

class committee can use the student results; not as the only criterion

Feedback on the pupils

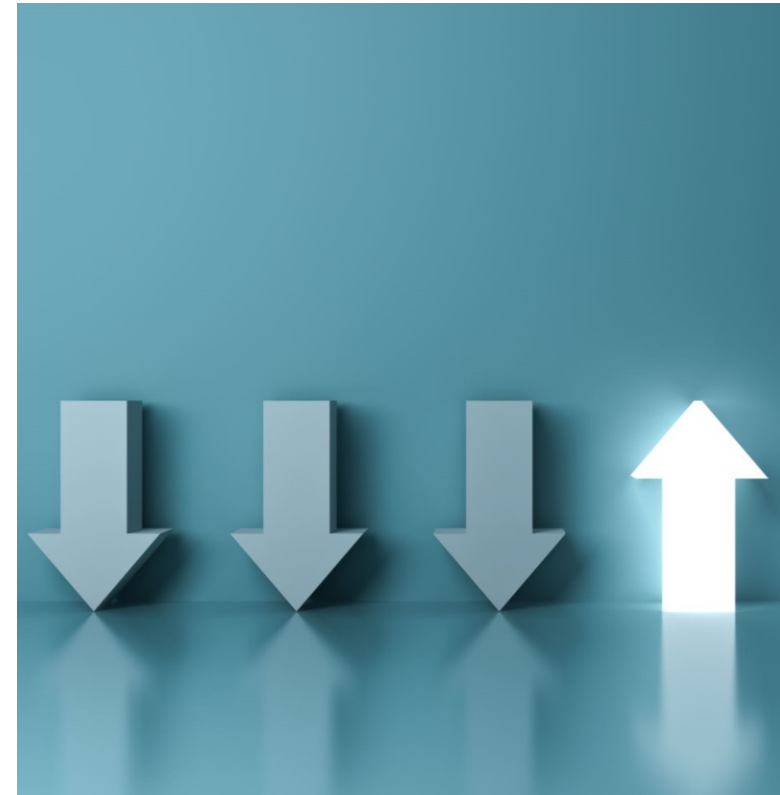


"A student's result
on the Flemish tests
may be taken into account
as one of the possible elements
which the class council takes into account
when evaluating a student."



Challenges

- ▶ Operational implementation
- ▶ Supporting data literacy in schools
- ▶ Monitoring policy impact / monitoring unintended consequences
- ▶ Machine learning for automatic scoring of writing tasks
- ▶ Adaptive testing



Questions?



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Committee for Quality Development in Schools

IRELAND

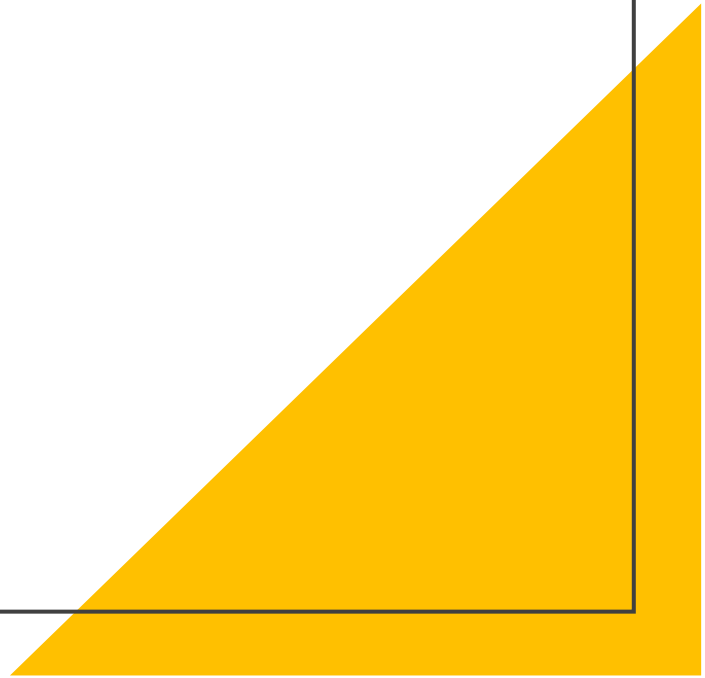


Quality Assessment in the Republic of Ireland

Prof Anne Looney

Dublin City University

anne.looney@dcu.ie



A system of many parts...

- Inspection
 - Whole School Inspection
 - Reports are published
 - School-Self Evaluation
 - LAOS – [Looking at our School](#)

International Benchmarks

PISA

PIRLS

TIMMS

A system of many parts

- Standardised Testing
 - Reading and Mathematics
 - In Grade 2, 4 and 6 in primary school
 - Schools choose the text and the time
 - Results are reported to
 - Parents
 - Board
 - Department of Education
- National Assessment of Mathematics and English Reading ([NAMER](#))
 - Sample of children since 1972
 - Grades 2 and 6

A system of many parts

- Examinations in Post-Primary Education
 - Junior Cycle Profile of Achievement after three years
 - External and school-based components
 - Significantly reformed in the last decade
 - Leaving Certificate Examination after 5 or 6 years
 - High stakes external examinations
 - The basis for progression to higher education
 - Currently the focus of reform

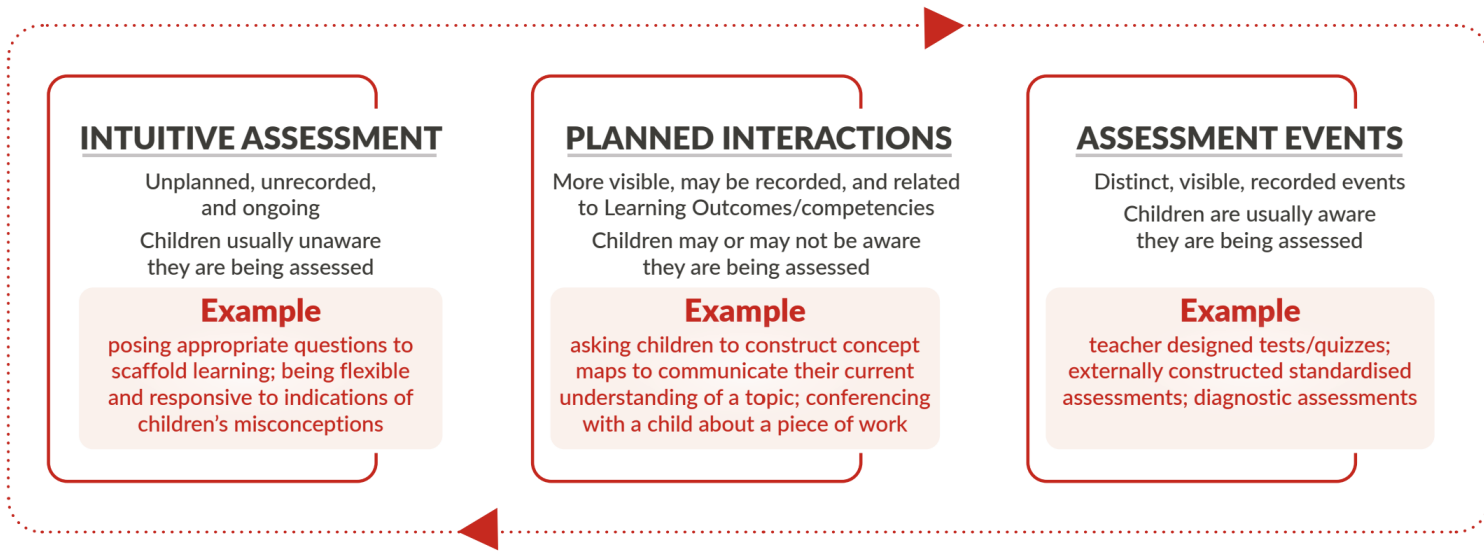


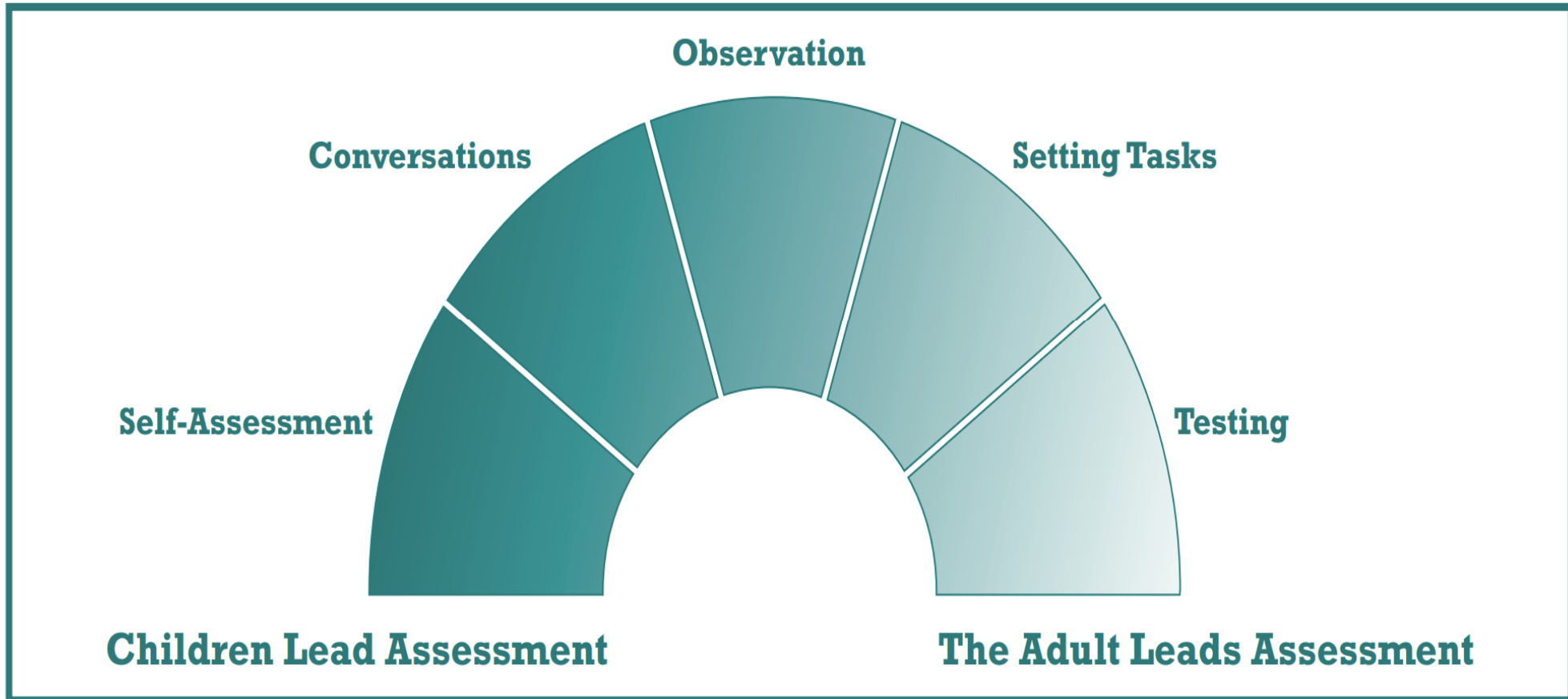
Figure 5: Continuum of assessment



Which is the most important for Quality?

Assessment in Early Childhood Settings

Figure 4: Assessment methods





Features of the Irish system

- The student-teacher interaction is seen as central to system quality
- The school/setting monitors that interaction through self-evaluation supported by the Inspectorate, and test data.
- Accountability mechanisms are relatively light/benign
- Where school issues are identified in a WSE process for example, the focus is on support/development
- Students are not just the focus of quality, they have a role and are routinely consulted in school inspections and discussions about school improvement.

The role of research in Quality Assessment

While not programmatic, there a significant role for research in the system and engagement between government departments and agencies and Universities and research centres



Rialtas na hÉireann
Government of Ireland

Towards a New Literacy, Numeracy and Digital Literacy Strategy A Review of the Literature



RESEARCH
SERIES
NUMBER 158
MARCH 2023

COMPARING MIGRANT INTEGRATION IN IRELAND
AND NORTHERN IRELAND

FRANCES MCGINNITY, JAMES LAURENCE AND EMILY CUNIFFE



Quality
Assessment in
Ireland

A SYSTEM?

A FRAMEWORK?

AN ECOSYSTEM?

Committee for Quality Development in Schools

USA



The complexity challenge

Tracey Burns
10 May 2023

The complexity challenge

- *Education increasingly complex*
 - *Decentralisation, more diverse stakeholders, access to data, rapid pace of technological change*
- *Our structures compartmentalize issues*
 - *How to form a coherent whole?*
- *Processes and outcomes by definition non-linear and unpredictable*
 - *Expecting the unexpected*

The challenge of complexity

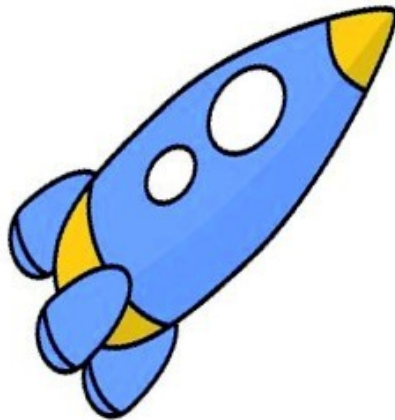
SIMPLE

Following a recipe



COMPLICATED

Sending a rocket
to the moon



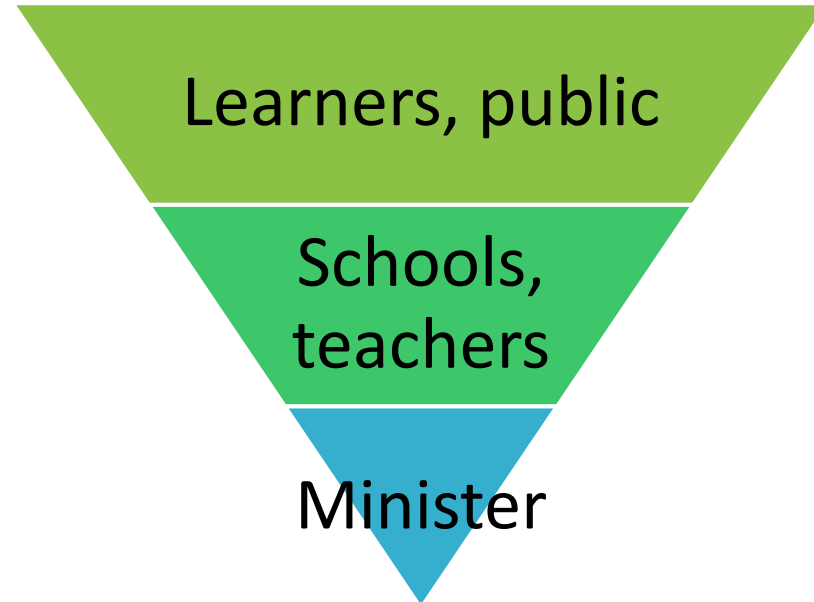
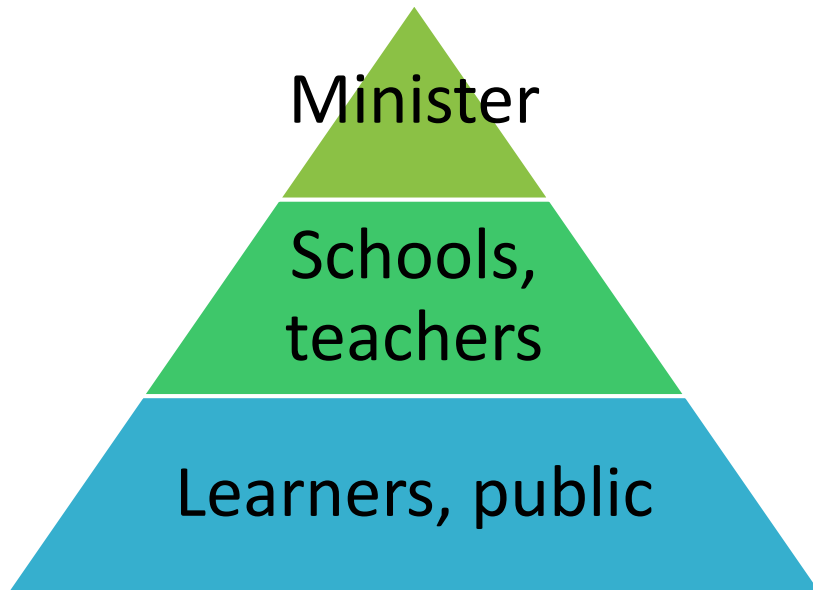
COMPLEX

Raising a child



Glouberman and Zimmerman, 2002

Flexibility, adaptability and change?



Today: three interconnected themes

Accountability

Capacity building

Strategic thinking

Accountability

Challenges

- *Who, to what purpose?*
- *Transparency of roles*
- *Legitimacy*

Quality assurance

- *What counts?*
- *How used, by whom?*
- *Role of media*

Accountability

A constructive system is built on trust

- *Aligns measures*
- *Supports improvement and professionalism*
- *Holistic vision*



INNOVATION

Creating and evolving for improvement



What is the cost of inaction, or of not improving methods/strategies/approaches?

RISK AVOIDANCE



Minimising risk and error

Accountability



Taking risks means that there is the possibility of failure. Although it can be politically difficult, learning from what does not work is key.

Capacity building

Change management

- *Local government*
- *School leaders*

Use of data

- *Production/use*
- *Identifying needs*
- *“Tyranny of common sense”//“the great snapback”*

Capacity building

Success factors

- *Political support*
- *Concrete goals, clear communication*
- *Appropriate resources*
- *Time*



VIRTUAL

Digital connection can empower disadvantaged groups by enhancing weak ties and providing support.



What is the balance between the digital environment and old-fashioned physical interaction?

FACE-TO-FACE



In-person communication is more impactful in strengthening and maintaining relationships

Teacher effectiveness

Peer relationships



How could the traditional role of schools as places where students encounter and experience difference be accomplished in virtual spaces?

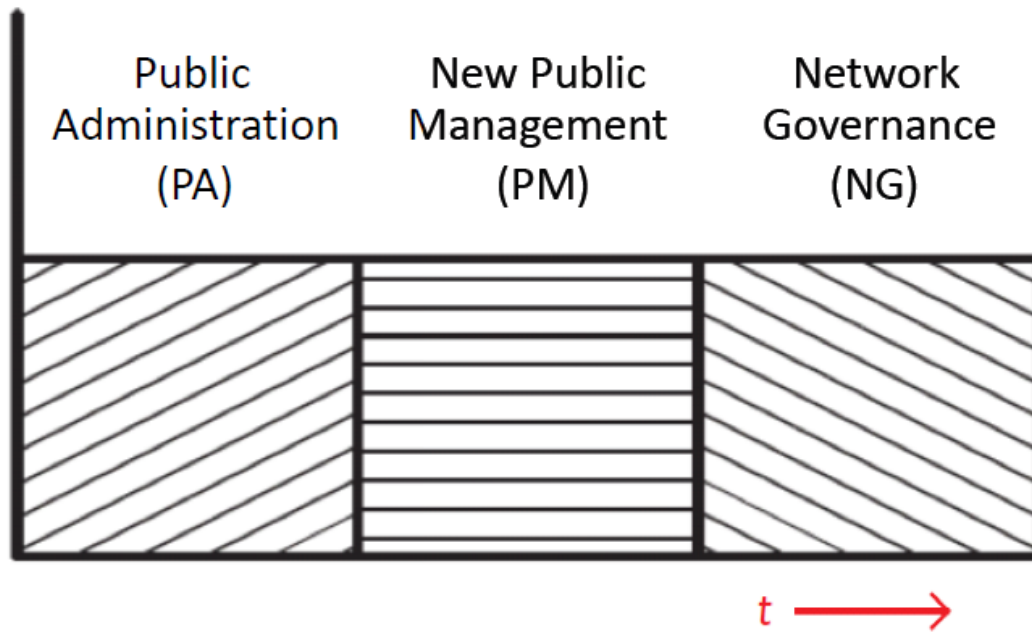
Strategic thinking

Complexity, uncertainty

- *Decreasing trust in government, institutions*
- *Increased need for strategic thinking on all levels*
- *Capacity challenges (particularly in smaller districts and schools)*
- *Anticipation and resilience*

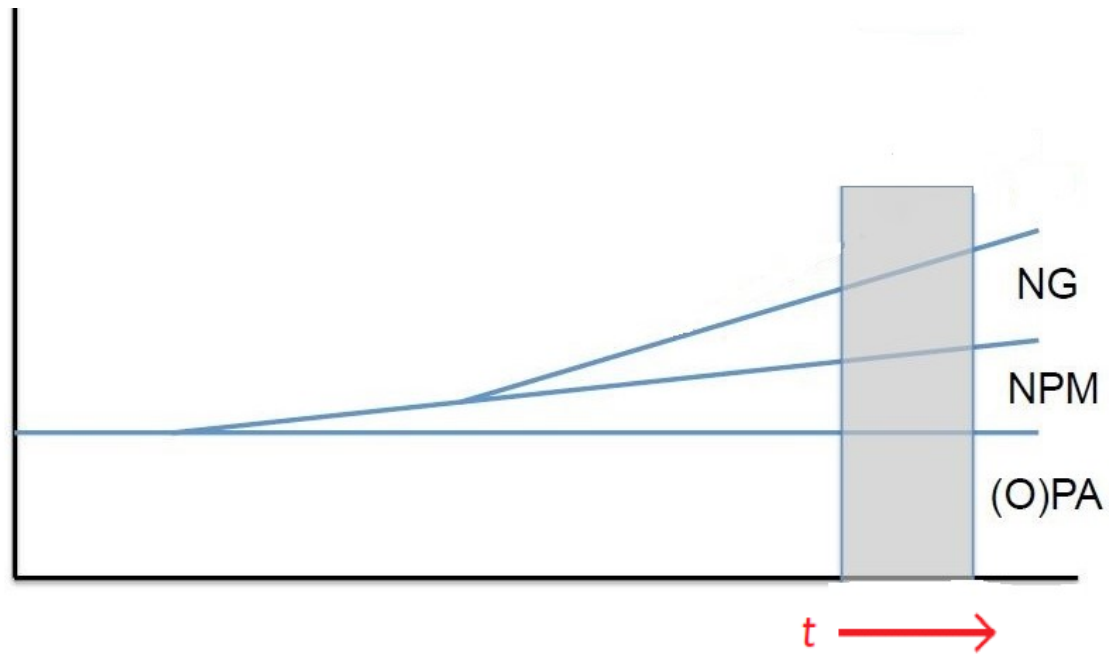
Strategic thinking

Paradigm shifts



Strategic thinking

Sedimentation and layering



Adapted from van der Steen, 2016



LEARNING

Learning takes place not only in schools and other formal education institutions



How to enhance learners' understanding of knowledge and develop the competence to acquire and apply it?

EDUCATION



Educational institutions are not the sole gatekeepers of knowledge, but play other roles

The role of teaching

The role of schooling



The more we “know”, the easier it becomes for us to succumb to our biases, using new knowledge to validate the ideas we already have. The more accessible knowledge becomes the more difficult it is to generate our own understanding of the world.

Takk!

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