

Assessment Systems

International perspective

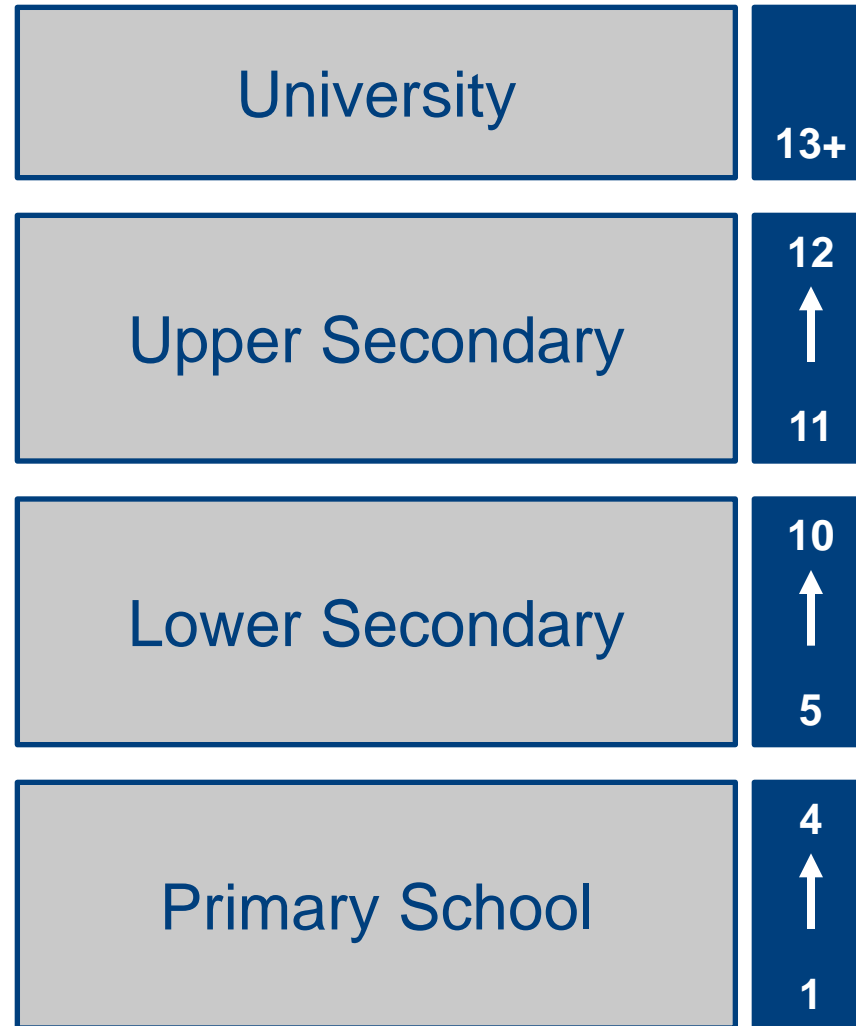
An international perspective in four cases

- 1 Germany: The problem
- 2 Finland: An extreme approach
- 3 Australia: Towards a solution
- 4 The Netherlands: A vision

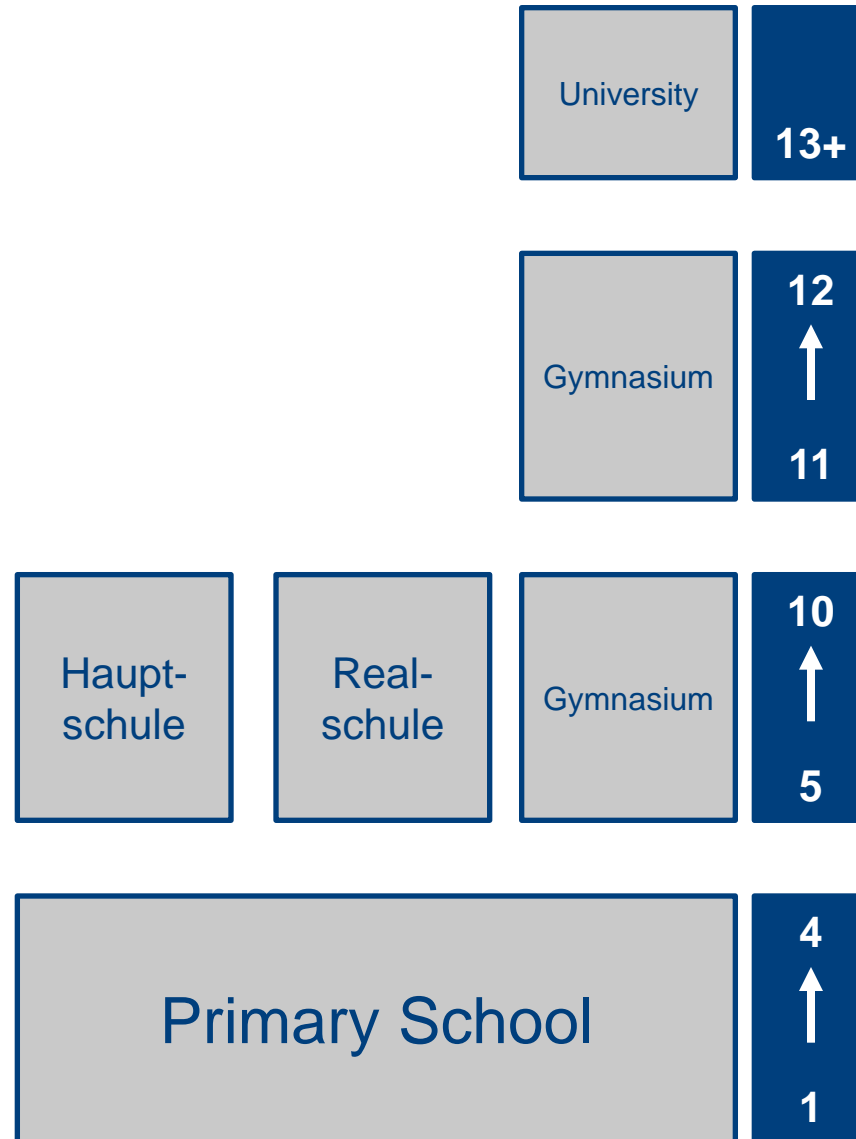
Assessment Systems

THE GERMAN PERSPECTIVE

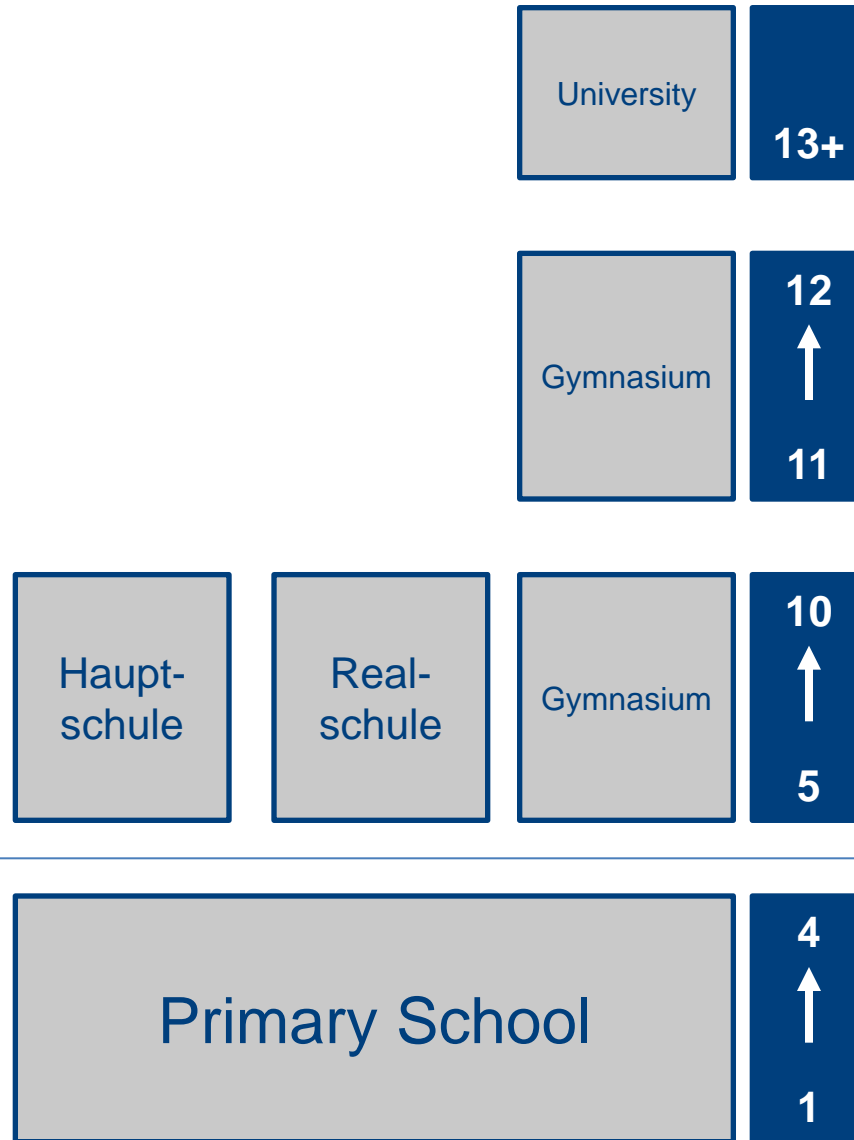
Structure of (Science) Schooling



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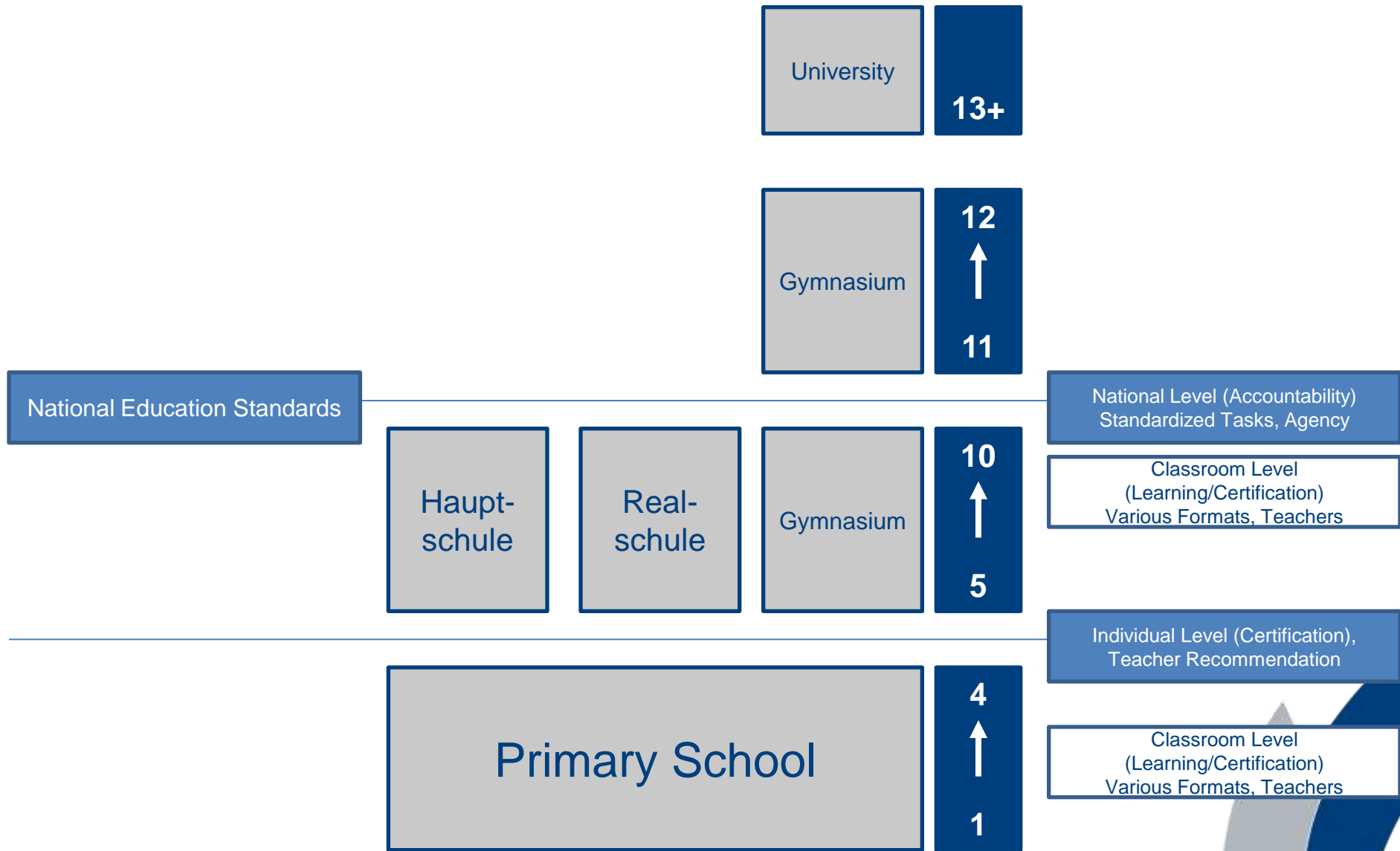
Assessment System



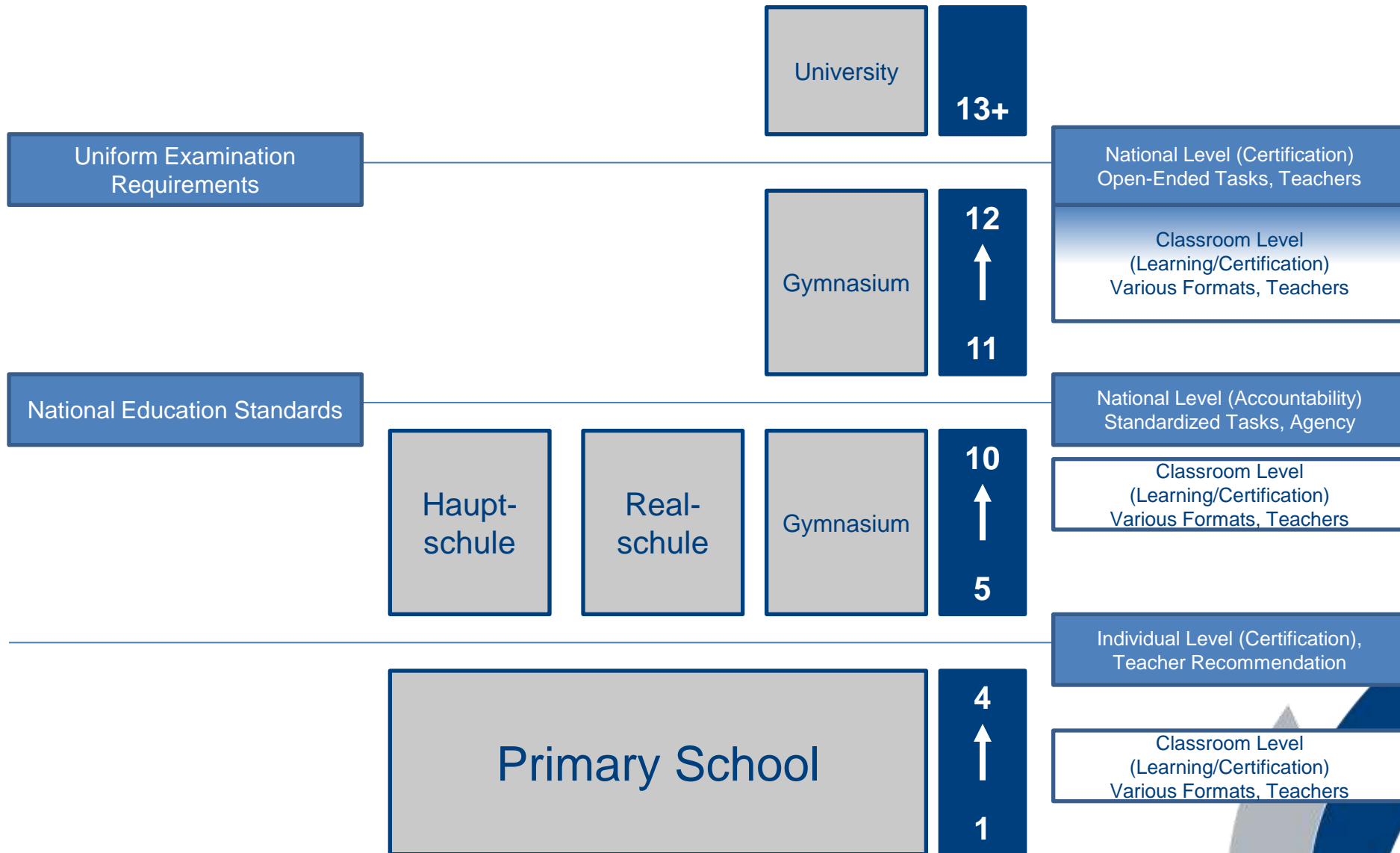
Individual Level (Certification),
Teacher Recommendation

Classroom Level
(Learning/Certification)
Various Formats, Teachers

Assessment System



Assessment System

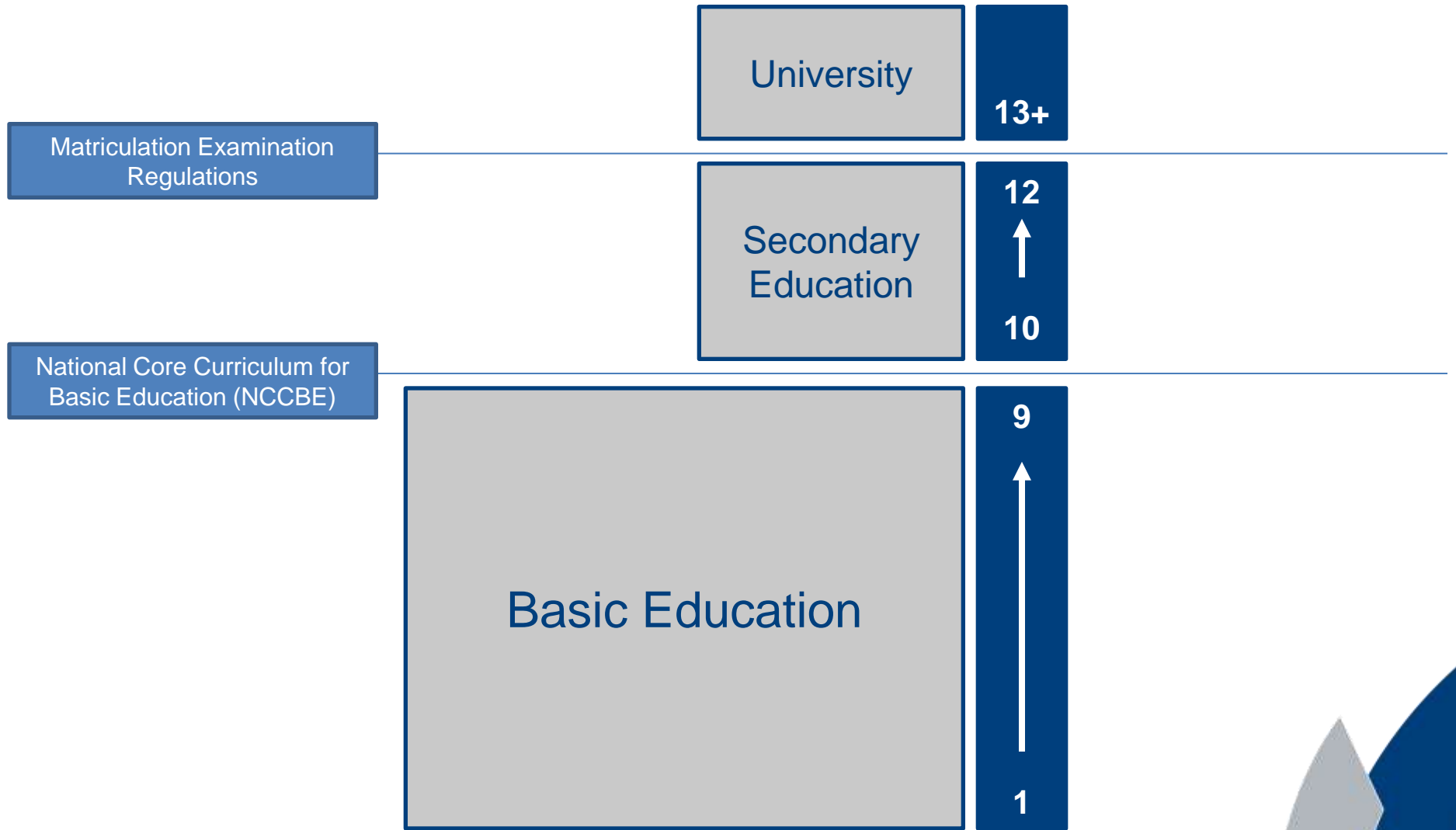


- Assessment for learning as well as certification is (still) mainly in the responsibility of the teacher
- Standardized assessment are mainly used for accountability (i.e. informing policy makers)
- Technically, no high stakes assessments
- The number of assessments is increasing
- No alignment of the different assessments

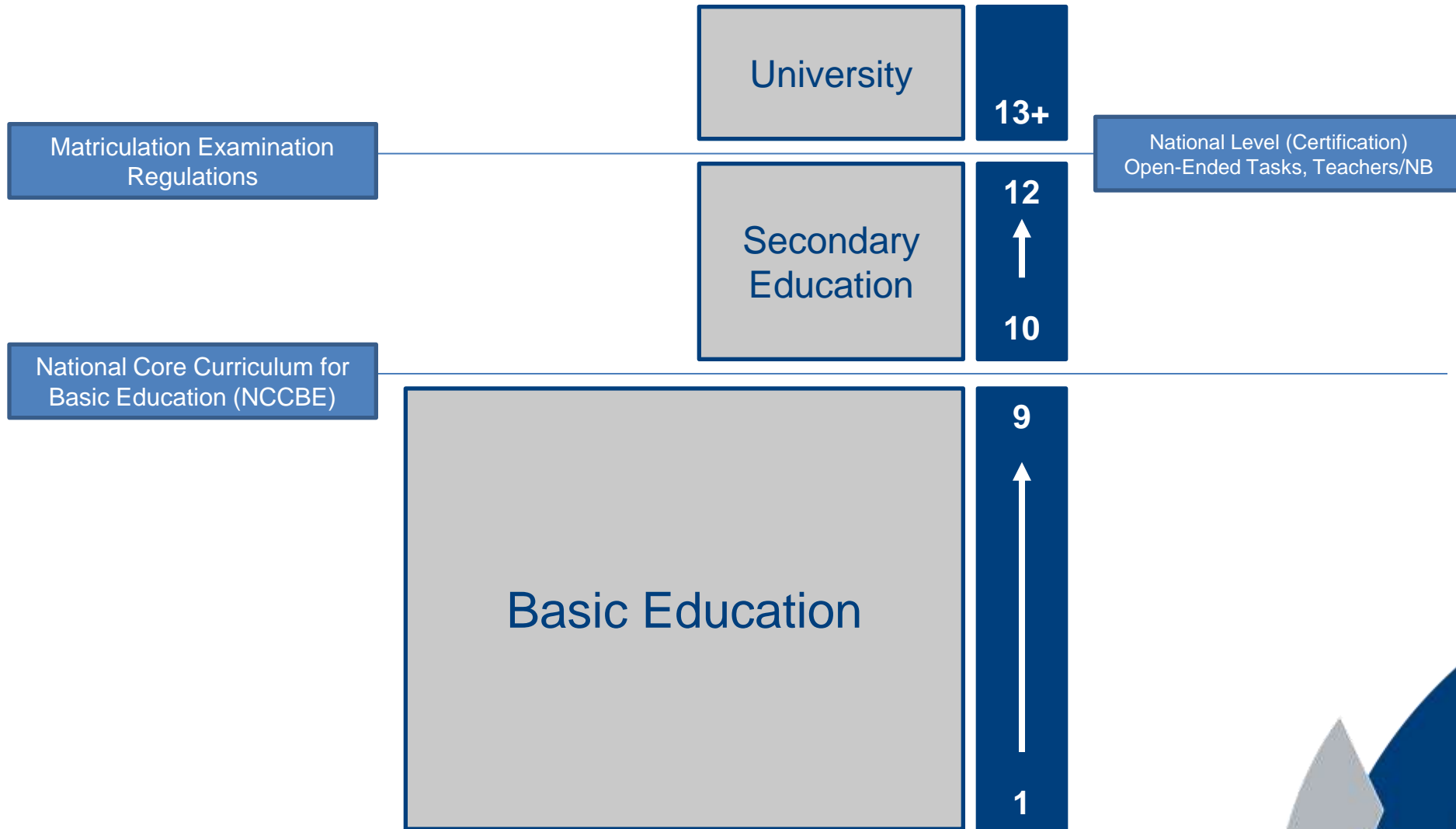
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THE FINNISH PERSPECTIVE

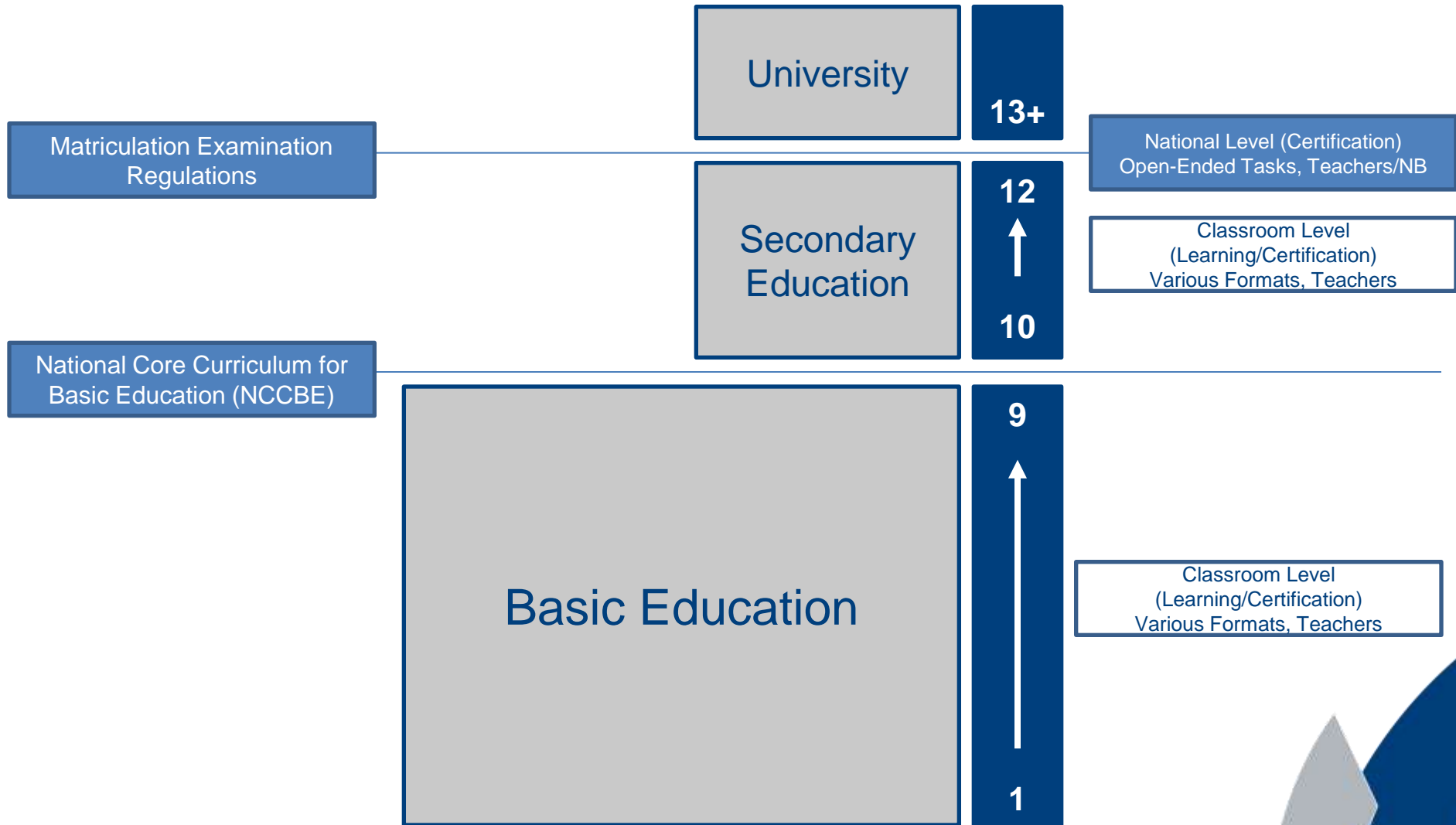
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Assessment System



- All assessment (besides the matriculation examination at the end of secondary education) is done by the teacher
- No external control (no school inspections, evaluation of teaching or teaching materials)
- (Vertical) alignment of NCCBE and Matriculation Examination and assessments

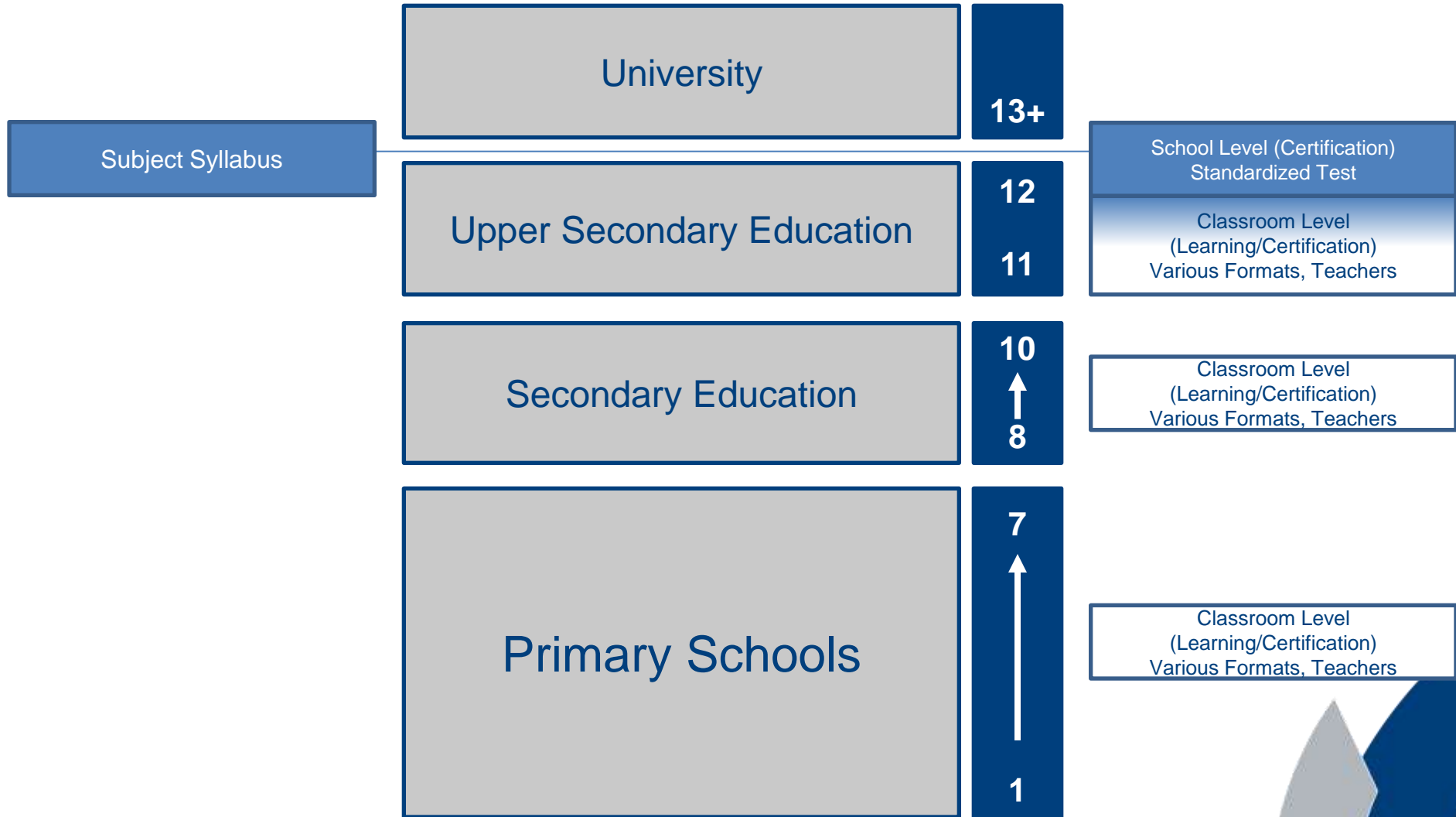
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THE AUSTRALIAN PERSPECTIVE

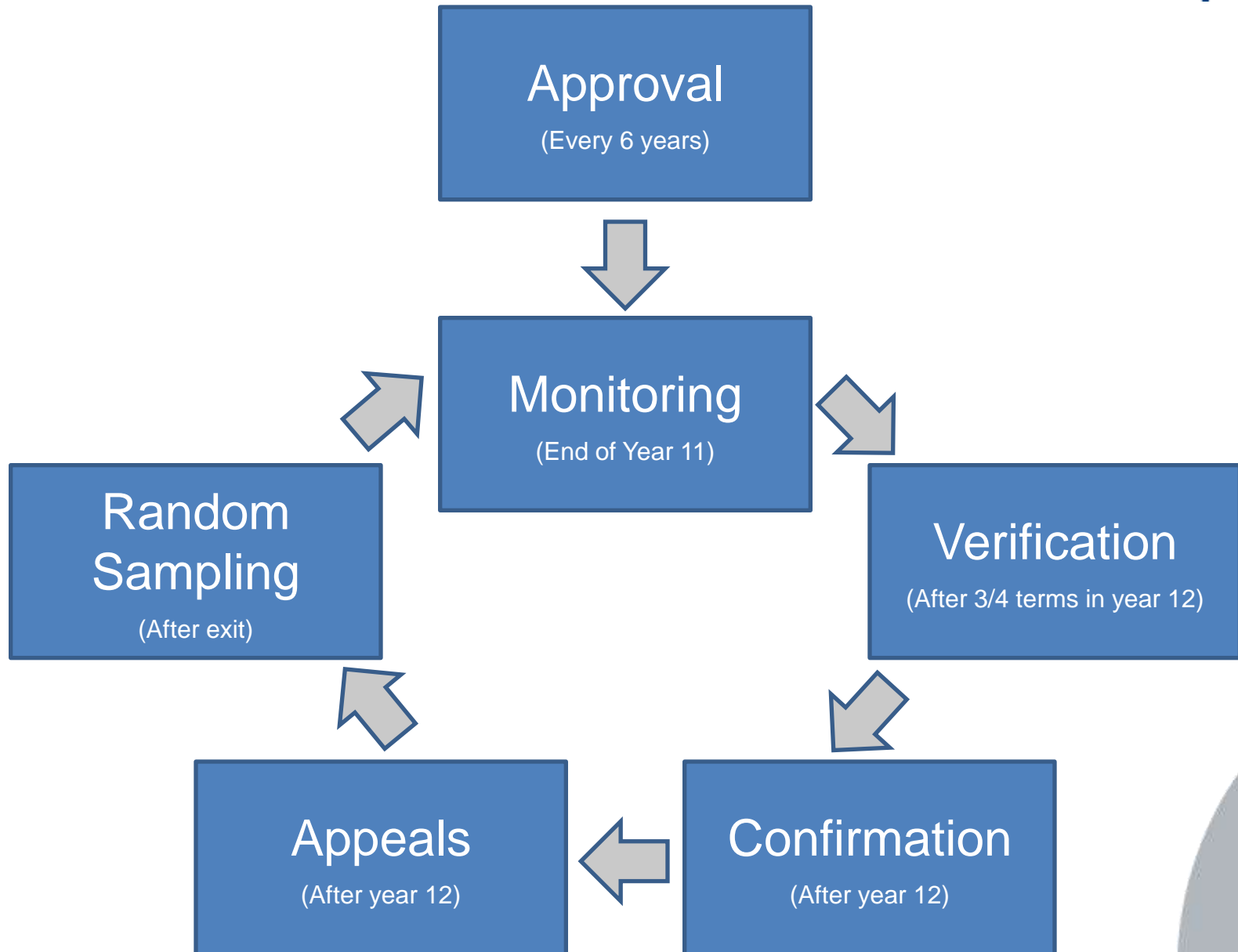
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THE **Queensland** PERSPECTIVE

Assessment System



Main Feature: External Moderation



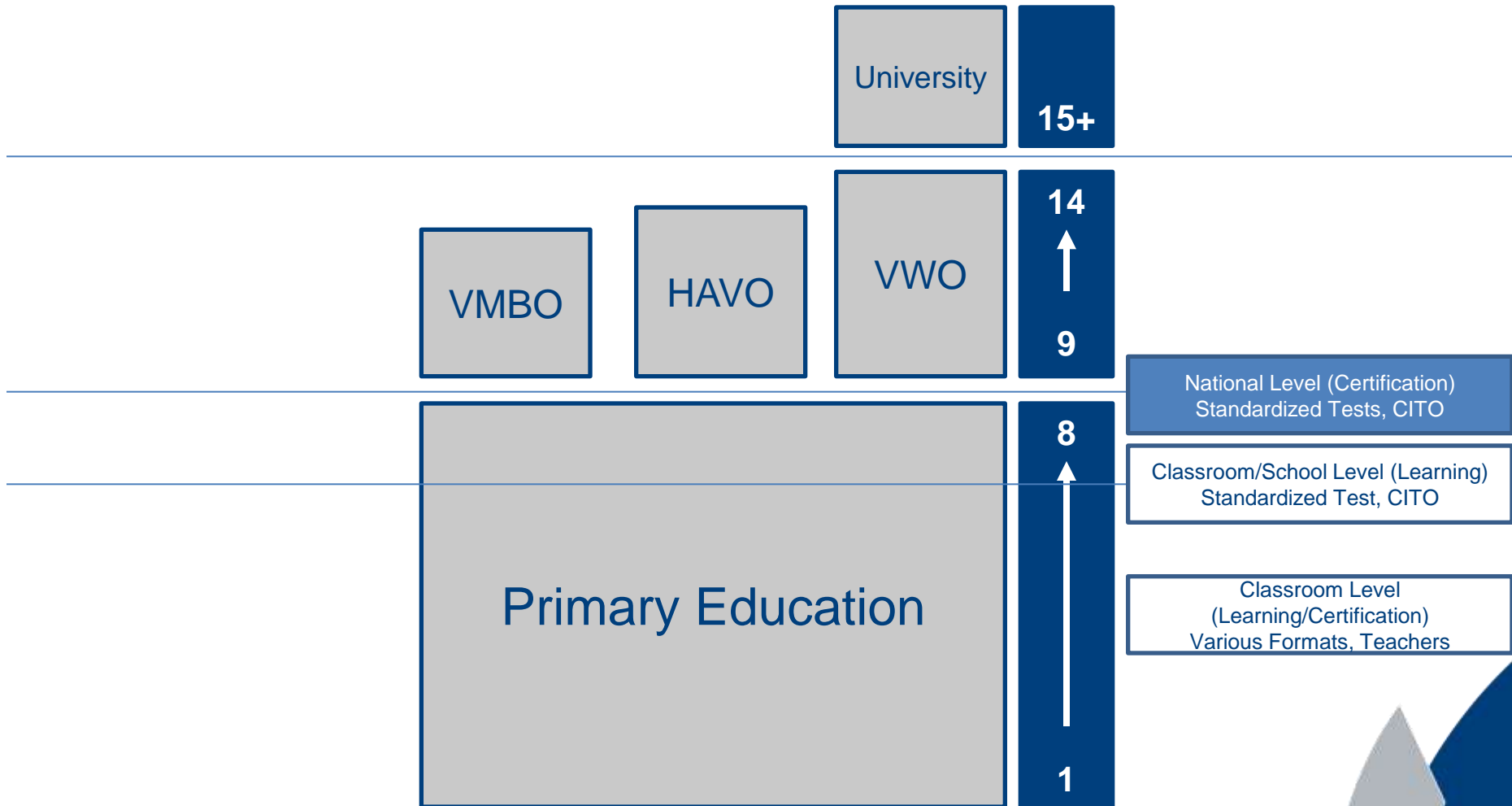
Other features and issues

- Strong focus on teachers as the local authority for the design of instruction and assessment
- Continuous assessments combined with feedback and recommendations for learning
- Comparability of learning opportunities through accreditation system, comparability of assessments through moderation process
- Portfolio of different assessment types (still aligned with each other)

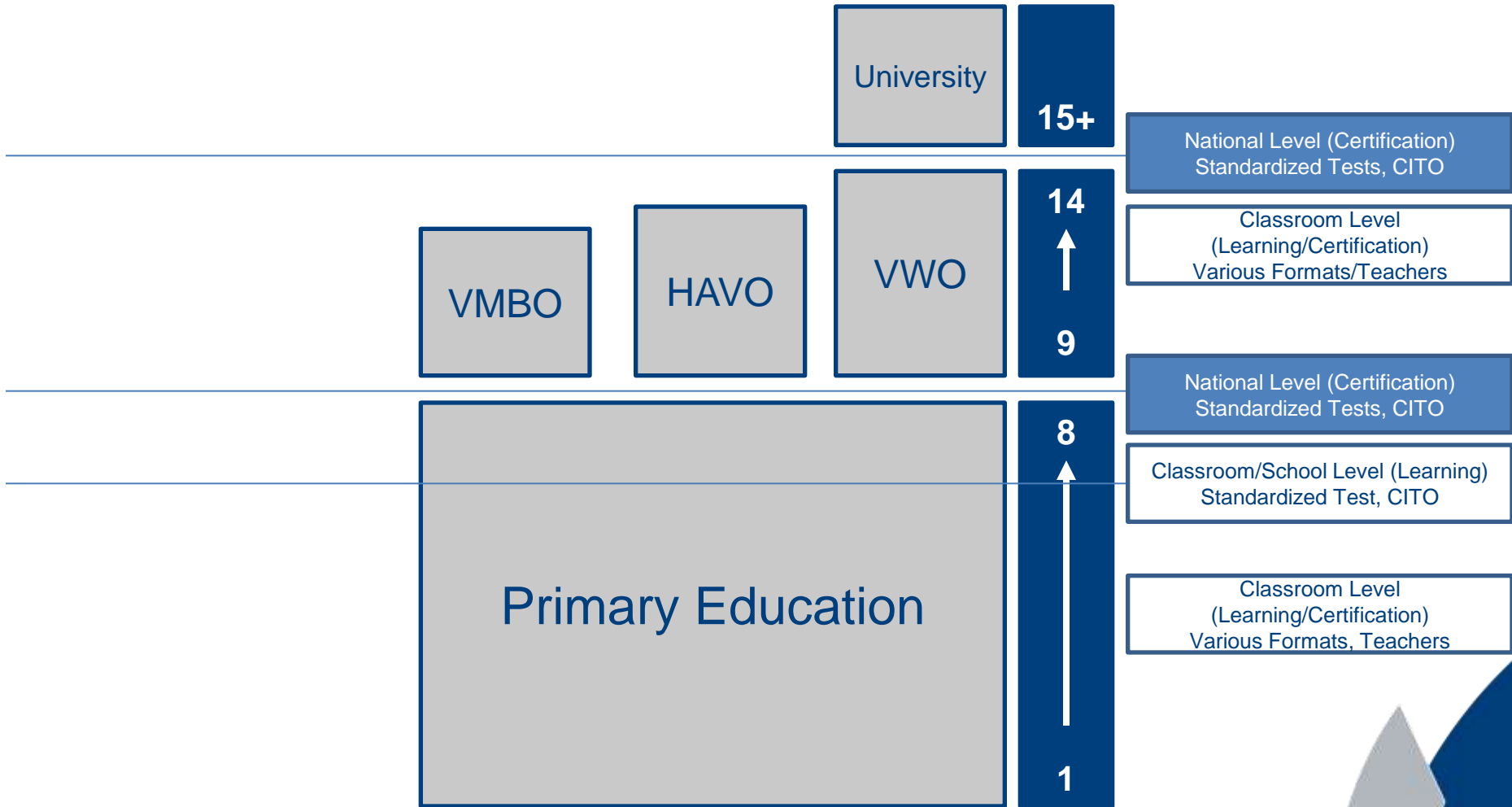
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THE DUTCH PERSPECTIVE

Assessment System



Assessment System



- Lean Assessment System with strong focus on certification and learning
- National Assessment for each subject in primary school about every five for addl. accountability
- Continuous refinement of assessments (e.g. recent introduction of reference levels)
- Strong alignment of different assessments, assessment purposes, levels, etc. (e.g. school adaptive reporting, integrated pretesting, etc.)

Summary



- Alignment, Alignment and Alignment!
- Alignment requires (a clear) definition of the purpose(s) of a particular assessment (and its necessity)
- Alignment requires guiding teachers in creating classroom based (formative and summative) assessment
- Alignment requires trust in each assessment and the respective authority and yet the strive to constantly improve assessments and alignment
- Alignment requires a long-term iterative process

<neumann@ipn.uni-kiel.de>

**THANK YOU
FOR YOUR ATTENTION**