



National Institute for the Evaluation of Education and
The World Bank

Workshop: Towards a New Generation of Standardized Student Assessments

México, D.F. June 23 and 24, 2014
Unidad Cultural Maestro Jesús Silva Herzog, Fondo de Cultura Económica
Carretera Picacho-Ajusco # 227

Introduction

The Mexican education system, as with many other countries, has a constitutional mandate to guarantee quality education to children and youth. It is thus crucial that the society possess reliable tools to monitor and evaluate the fulfillment of the education system's mandate. A major element in the definition of the quality of educational is students' academic achievement in certain knowledge areas, measured through standardized student assessments.

Standardized student assessments are, therefore, a necessary element to measure and monitor the performance of the education system. However, the precise characteristics of standardized student assessments vary depending on the objectives bestowed upon it. For example, the assessment can be sample or census based, it can be administered at certain grades or all grades, it can be administered once a year or periodically, among other features.

In general, standardized student assessments seek to meet at least three objectives: (i) improved **accountability** to inform educational authorities and society in general on student performance in a school, region, or country. This function can generate a positive dynamic between the dissemination of results, citizen participation and demand, and the quality of educational services; (ii) better **diagnostic, pedagogic, and training uses** to assess the level of educational achievement of students. This information serves as a complement to classroom or student assessments carried out by teachers; its purpose is to provide teachers with information needed to improve pedagogic standards and thus improve student learning and; (iii) enhanced **decision-making in education policy** to ensure federal, state, and local authorities design and monitor effective interventions to mobilize and align actions of all the stakeholders involved to improve student learning.

Objectives

1. Contribute to the National Institute for the Evaluation of Education's (INEE) agenda for the development of the second generation of standardized student assessments in Mexico.
2. Share experiences and lessons learned from different countries and different viewpoints from academics and policymakers.
3. Analyze new tendencies in the use of standardized student assessments and the goals that can be met depending on the assessments' content, design, dissemination and use.

Participants

The workshop gathers decision makers in educational policy in Latin America, U.S.A, and Europe, experts in the design and implementation of standardized student assessments from the World

Bank, and renowned academics, along with authorities from the Secretariat of Public Education and the INEE in Mexico.

Format

The workshop has a roundtable format to facilitate discussion; each session will have a moderator. Each session will begin with a 30-35 minute presentation by a specialist, followed by 5 minutes of commentary by the moderator, and a 40-minute open discussion between the members of the roundtable. The rest of the guests will participate passively and will be able to contribute with questions or comments if time allows.

The workshop has a duration of two days. The first day will begin with presentations by representatives from INEE and the World Bank where they will discuss the objectives of the workshop and set the context of the most recent changes regarding standardized student assessments in Mexico. Four sessions will follow, each addressing the experience of one country in the use of standardized student assessments. The first day will conclude with a session on the relationship between large-scale and classroom assessments. The second day will consist of five sessions where guests will hear the perspective of educational authorities on the use of results of standardized student assessments in the design and monitoring of educational policies. A proposed design of the second generation of standardized student assessments in Mexico will also be presented and discussed. The second day will conclude with a session on the future of standardized student assessments in Mexico and from an international perspective.

Sessions will be recorded and there will be simultaneous Spanish-English translation, however they will not be opened to the press.

Monday, June 23, 2014

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| 8:30-9:00 | Participant Registration |
| 9:00-9:40 | <p>Session 1: Welcome, context, and presentation of workshop objectives. Toward a New Generation of Standardized Student Assessments. The objective of this session is to present the context and the objectives of the workshop. The participants will also address the main questions to be discussed. What has been the national and international experience regarding different practices in the use of standardized testing? What are the public policy implications of these experiences? What are the main lessons that can be drawn from analyzing the experiences of different countries? Where do the new generations of standardized student assessments point to in the world? What effects can be foreseen from a new proposed design for Mexico?</p> <ul style="list-style-type: none"> • Welcoming remarks. Reema Nayar, Education Sector Manager for Latin America and the Caribbean, World Bank (5 minutes). • Context and Workshop Objectives. Standardized student assessments as part of the education evaluation agenda in Mexico. |

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| | <p>Sylvia Schmelkes, Presidential Advisor of the Council Governing the National Institute for the Evaluation of Education (15 minutes).</p> <ul style="list-style-type: none"> • A conceptual framework for the design and use of standardized student assessments: an international perspective. <p>Marguerite Clarke, Senior Education Specialist, World Bank (20 minutes).</p> |
| 9:40-10:55 | <p>Session 2: The Brazilian experience: standardized student assessments as a tool for the application of the Basic Education Performance Index or <i>Índice de Desenvolvimento da Educação Básica – IDEB</i>. Brazil has used the results of standardized student assessments as an indicator to determine in part, resource allocation among schools. This session will discuss the pros and cons of this policy and the possible effects that it has had on students learning outcomes in basic education.</p> <ul style="list-style-type: none"> • Moderator: Bernardo Naranjo. • Presentation: Francisco Soares (30 minutes). • Discussion (45 minutes). |
| 10:55-12:10 | <p>Session 3: The Chilean experience. Improved results, greater accountability, and greater autonomy in school management. Chile has advanced in the school based management agenda in basic education, and the government has allowed greater autonomy in schools that show improved results in standardized tests (<i>Sistema de Evaluación de la Calidad de Educación, SIMCE</i>). This session will discuss the Chilean experience and the public policy implications of accountability based on standardized student assessments' results. .</p> <ul style="list-style-type: none"> • Moderator: Carlos Mancera. • Presentation: Lorena Meckes (30 minutes). • Discussion (45 minutes). |
| 12:10-12:30 | Break |
| 12:30-13:45 | <p>Session 4: The Danish experience. Metrics for an improved public service delivery. Innovations in governance in various countries have incorporated business approaches to advance in the results agenda of various areas of public administration. Countries like Denmark have used standardized student assessments as metrics of governance to evaluate the quality of education. This session will discuss how results from standardized student assessments in Denmark are being used as a tool for dialogue to better align various stakeholders for improved learning.</p> <ul style="list-style-type: none"> • Moderator: Mark Wilson. • Presentation: Jakob Wandall (30 minutes) • Discussion (45 minutes). |
| 13:45-15:00 | <p>Session 5: The United States of America experience. A national policy with variations in implementation and comparability across states. This</p> |

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| | <p>session will discuss the experience of the United States in the use of standardized testing and how results have allowed for comparability across states in terms of improved educational attainment. The effects of public policy have caused great controversy in the U.S. Lessons learned from this model and recommendations for future designs will be discussed.</p> <ul style="list-style-type: none"> • Moderator: A.J. Visscher. • Presentation: Daniel Koretz (30 minutes). • Discussion (45 minutes). |
| 15:00-17:00 | Lunch. The Mexico vs. Croatia World Cup match will be broadcasted live. |
| 17:00-18:15 | <p>Session 6: Navigating between large-scale assessment and classroom assessments.</p> <p>This session will analyze the relationship between assessments and accountability, a two-way flow of information that involves—from the classroom out into the system and from the system back into the classroom. The discussion will present the current dominant form of this relationship, and problems with this view. An alternative is then presented, showing how a useful relationship between the two can be built up from classroom level.</p> <ul style="list-style-type: none"> • Moderator: Francisco Soares. • Presentation: Mark Wilson (30 minutes). • Discussion (45 minutes). |
| 19:00 | A toast at the San Angel Inn |

Tuesday, June 24, 2014

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| 9:00-10:20 | <p>Session 7: Data-driven teaching and school management. This session will focus on the knowledge and competencies that teachers and managers require to improve learning, taking into account information derived from standardized student assessments. Moreover, it will emphasize the importance of standardized testing in providing appropriate feedback to various stakeholders in the education system, complemented with other key inputs to drive better results.</p> <ul style="list-style-type: none"> • Moderator: Jakob Wandall. • Presentation: AJ Visscher (35 minutes). • Discussion (45 minutes). |
| 10:20-11:20 | <p>Session 8: Use of standardized assessments in decision-making and for informing educational policy.</p> <ul style="list-style-type: none"> • Presentation: Alba Martínez Olivé, Under-minister of Basic Education (20 minutes). • Presentation: Rodolfo Tuirán Gonzalez, Under-minister of Upper Secondary Education. (20 minutes). (TBC) • Presentation: Enrique Del Val Blanco, Under-minister of planning and |

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| | Evaluation. (20 minutes). (TBC) |
| 11:20-11:40 | Break |
| 11:40-1:00 | <p>Session 9: Proposed design for the second generation of standardized student assessments in Mexico. This session will present a proposed design for the second generation of standardized student assessments in Mexico. Details such as, grade levels to be assessed, the frequency with which the assessments will be administered, and the metrics used to measure progress, will be discussed. This last point refers to the priority that will be given to measuring according to the different levels of aptitude, to the value added, or to the educational gains of the student through time. The reactions from experts will be used to evaluate the pros and cons of the proposal, and to sketch out the potential implications of the design.</p> <ul style="list-style-type: none"> • Moderator: Rafael de Hoyos. • Presentation: Eduardo Backhoff (35 minutes). • Discussion (45 minutes). |
| 1:00-3:00 | Lunch |
| 3:00-4:20 | <p>Session 10: Roundtable on the future of standardized student assessments. This session will open the debate on future tendencies in standardized student assessments in light of recent experiences.</p> <ul style="list-style-type: none"> • Moderator and presentation of subject: Daniel Koretz (20 minutes). • Discussion (60 minutes). |
| 4:20-5:20 | <p>Session 11: Closing remarks.</p> <ul style="list-style-type: none"> • Sylvia Schmelkes and Reema Nayar (60 minutes). |

Roundtable Participants:

1. Alba Martínez Olivé, Under Secretary of Basic Education, SEP.
2. Rodolfo Tuirán Gutiérrez, Under Secretary of Upper Secondary Education, SEP.
3. Enrique Del Val Blanco, Under Secretary of Planning and Evaluation of Public Policies, SEP.
4. Sylvia Schmelkes, Presidential Advisor, INEE.
5. Eduardo Backhoff, Advisor, INEE.
6. Gilberto Guevara Niebla, Advisor, INEE.
7. Margarita Zorrilla Fierro, Advisor, INEE.
8. Teresa Bracho González, Advisor, INEE.
9. Daniel Hernández Franco, Advisor to the Under Secretary of Upper Secondary Education, SEP.
10. Ana María Aceves Estrada, General Director of Evaluation, SEP.
11. Daniel Koretz, Expert on Education and Standardized Student Assessments, Harvard University, U.S.A..
12. A.J. Visscher, Education Expert, University of Twente, Netherlands.

13. Jakob Wandall, Expert in Education Evaluation, Denmark.
14. Franciso Soares, Education Expert and President of INEP, Brazil.
15. Lorena Meckes, Former Director of Evaluation, Ministry of Education, Chile.
16. Mark Wilson, Expert in Evaluation of Education, University of California, Berkeley, U.S.A.
17. Carlos Mancera, Former SEP Under Secretary, now Valora General Director.
18. Bernardo Naranjo, Education Expert, Proyecto Educativo SC, Mexico.
19. Reema Nayar, Education Sector Manager for Latin America and the Caribbean, World Bank.
20. Marguerite Clarke, Senior Education Specialist, World Bank.
21. Rafael de Hoyos, Senior Economist, World Bank.