Understanding the instructional context of learning outcomes - linking how students learn with what teachers do

Examining individual, institutional and systemic factors associated with quality, equity and efficiency in education

Extending the range of competencies through which quality is assessed

Proliferation of assessment areas

Electronic delivery of assessments

Money pits

PISA 2000

More difficult

Less difficult

High policy value

Quick wins

Moderate policy value

Low-hanging fruits

‘Democratising PISA’

Monitoring educational progress
Understanding the instructional context of learning outcomes - linking how students learn with what teachers do

Understanding drivers of successful reform trajectories

Monitoring educational progress

'Democratising PISA'

Extending the range of competencies through which quality is assessed

Examining individual, institutional and systemic factors associated with quality, equity and efficiency in education

Measuring student learning outcomes in key subjects and establishing the comparative strengths and weaknesses of education systems

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Strong performers and successful reformers

Andreas Schleicher

Hong Kong, May 2012

Moderate policy value

OECD Programme for International Student Assessment

PISA
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Quick wins

Examining individual, institutional and systemic factors associated with quality, equity and efficiency in education

Measurement of student learning outcomes in key subjects and establishing the comparative strengths and weaknesses of education systems

"Democratising PISA"
OECD Programme for International Student Assessment

Strong performers and successful reformers

Andreas Schleicher
Hong Kong, May 2012

**PISA 2009**

- **Money pits**
- **Proliferation of assessment areas**
- **Electronic delivery of assessments**

**Moderate policy value**

- **Understanding the instructional context of learning outcomes**
- **Monitoring educational progress**
- **Extending the range of competencies through which quality is assessed**
- **Affective dimensions of outcomes**

**High policy value**

- **Understanding drivers of successful reform trajectories**
- **Examining individual, institutional and systemic factors associated with quality, equity and efficiency in education**

**Quick wins**

- **Democratising PISA**
- **Measuring student learning outcomes in key subjects and establishing the comparative strengths and weaknesses of education systems**

**Low-hanging fruits**

- **Less difficult**
- **More difficult**
PISA

Using “tools” interactively to engage with the world

Interacting in diverse groups
- Relating to others
- Co-operating, working in teams
- Managing and resolving conflicts

Acting autonomously
- Acting within the bigger picture
- Learning strategies
- Taking responsibility and understanding rights and limits

Using language, numbers
- Interacting with information
- Capitalising on the potential of technologies

PISA is developing direct measures
PISA explores indirect measures

e.g.
Using “tools” interactively to engage with the world

OECD Programme for International Student Assessment

Strong performers and successful reformers
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Hong Kong, May 2012
Challenges for new assessment domains

- **Learning targets**
  - Defining what mastery means for a given skill level

- **Progress variables**
  - Delineate a pathway that characterise the steps that learners typically follow as they become more proficient
  - Evaluation of students reasoning in terms of the correctness of their solutions as well as in terms of their complexity, validity and precision

- **Levels of achievement**
  - Describing the breadth and depth of the learner’s understanding of the domain at a particular level of advancement

- **Learning performances**
  - The operational definitions of what student’s understanding would look like at each of the stages of progress.
Some methodological challenges

- Can we sufficiently distinguish the role of context from that of the underlying cognitive construct?
- Do new types of items that are enabled by computers and networks change the constructs that are being measured?
- Can we drink from the firehose of increasing data streams that arise from new assessment modes?
- Can we utilise new technologies and new ways of thinking of assessments to gain more information from the classroom without overwhelming the classroom with more assessments?
- What is the right mix of crowd wisdom and traditional validity information?
- How can we create assessments that are activators of students’ own learning?