DQAF

Next steps
Introduction to the DQAF package

• DQAF is a package that will be used for two main purposes:
  • For *reference* – about best practice in learning assessment
  • For *evaluation* – both self-evaluation and external evaluation
Main products/processes of DQAF package

• DQAF will have the following main products/processes:
  • International Code of Practice in Learning Assessment (ICP-LA)
    A document that describes and illustrates standards of best practice in learning assessment
  • Assessment of Data Process (ADP)
    A process to judge the quality of learning assessment data
  • Global Common Content Framework for Reference (GCCFR)
    Documents that describe how skills and proficiencies develop within the learning domains that are featuring in SDG 4 monitoring
Off-shoot products/processes of ICP-LA, GCCFR and ADP

• Each of ICP-LA, ADP and GCCFR will have off-shoot products and processes.

• ICP-LA off-shoots:
  • Guidelines or ‘how-to’ guides
  • One or more glossaries of key terms
  • More detailed reference materials
Off-shoot products/processes of ICP-LA, GCCFR and ADP (cont. 1)

- **ADP off-shoots:**
  - Data collection instruments and processes
  - Checklists
  - An evaluation framework and rubric
  - A template evaluation report

- **GCCFR off-shoots:**
  - Examples of how different skills and proficiencies can be tested
  - Theoretical documentation (e.g., discussing rationale for conception of domains, weak points of GCCFRs)
General features of the DQAF

• DQAF should have a capacity-building aspect
  • Countries need to be able to locate their assessment systems in relation to the DQAF standards and see the way to improve those systems
  • Countries need to be supported to improve their assessment systems, and the support should be in line with the DQAF

• DQAF should be independent and technically rigorous but also ‘friendly’
  • Inspired by existing quality assurance frameworks and articulations of standards, but not too closely resembling anything that is already out these (esp. something from IEA or OECD)
  • Technically rigorous but not too intimidating
General features of the DQAF (cont.)

• UIS has given the following organising structure for the DQAF:
  • 0 -- Pre-requisites for quality
  • 1 -- Assurances of integrity
  • 2 -- Soundness of methodology
  • 3 -- Accuracy and reliability
  • 4 -- Consistency
  • 5 -- Accessibility

• UIS has said that the DQAF should cover institutional environments, statistical processes and data characteristics
Next steps for DQAF

- Dimensions to be prioritised are:
  - Soundness of methodology
  - Accuracy and reliability
  - Consistency

(Other three dimensions will be addressed in a more comprehensive DQAF at a later date)

- We need to develop an ICP-LA, ADP and GCCFR that cover these three dimensions but that can be expanded at a later date to cover the additional dimensions.
ICP-LA – Research

• Standards related to learning assessments:
  • *PISA 2015 Technical Standards (OECD)*
  • *PIAAC Technical Standards (OECD)*
  • *ETS Standards for Quality and Fairness (ETS)*
  • *Standards for Educational and Psychological Testing (AERA etc)*
  • *IEA Technical Standards (IEA)*
  • *Planning the quality of education: The collection and use of data for informed decision-making (IIEP)*, chapter called ‘Improving data collection, preparation and analysis procedures: A review of technical issues’
  • *Large-scale Learning Assessments: A Handbook for the Indian Context (ghost-written by ACER)*
ICP-LA – Research (cont.)

- Data standards more generally
ADP Research – to do

• Need to think about **different elements of ADP:**
  • Desk review of assessment data and technical documentation
  • In-country visit

• Need to think about **different products/processes of ADP:**
  • Data collection tools
  • Checklists
  • An evaluation framework and rubric
  • A template evaluation report
ADP Research – to do

• Need to look at mechanisms to judge quality of learning assessment data:
  • SABER data collection tools
    • Sections for:
      – features of assessment program
      – assessment program in practice
      – enabling factors
      – quality assurance
  • What else? Anything from the PISA data adjudication process, for example?
ADP Research – to do

• Need to look at mechanisms to judge quality of data generally:
  • *Eurostat Handbook on Data Quality Assessment Methods and Tools* might be helpful
  • What else?
GCCFR Research

• What’s the plan for this? – for later