



United Nations
Educational, Scientific and
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GLOBAL
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LEARNING



Chilean National Assessment and Challenges in the implementation of SGD4, indicator 4.1.1

Education Quality Agency, Chile.

GAML5

October 2018

Hamburg, Germany



Chilean National Learning Assessment:

- Law N° 20.529 (October 2009) states that **Education Quality Agency** implements the national assessment system and international studies.
- Decisions about learning assessment (domains and period of application) are based on a **National Assessment Plan** (every 5 years), approved by the National Council of Education.
- Chile have a long tradition in summative assessment (30 years applying the **Simce** test). Critics about over-testing and consequences for schools.

Grades	Census assessment (Simce)	Sampling assessment	International Studies
2 nd grade		Reading comprehension	
3 rd grade			ERCE
4 th grade	Reading comprehension Mathematics		PIRLS TIMSS
6 th grade	Reading comprehension Mathematics Writing Science Social Studies		ERCE
8 th grade	Reading comprehension Mathematics Writing Science Social Studies	Health condition Citizenship	ICCS ICILS TIMSS
12 th grade	Reading comprehension Mathematics Writing Science Social Studies		PISA
13 th grade		English as second language	
14 th grade		Competencies in secondary vocational schools.	

OUR PROPOSAL: NEW NATIONAL ASSESSMENT SYSTEM



WIDER VIEW OF QUALITY IN EDUCATION

National:
Simce Test

International
Studies

Learning Standards and Personal and Social Development Indicators (IDPS)



NEW ASSESSMENTS PURPOSES

Diagnosis,
monitoring, &
progress

Reports (students &
abilities) & guidance



PROMOTION OF FORMATIVE ASSESSMENT PRACTICES

Learning goals,
success criteria

evidence

feedback



Simce test

- Field operations are standardised, documented and monitored to ensure that the data are collected under the same conditions.
- Coverage: more than 98% of Chilean schools.
- Data analysis and reporting are developed by Education Quality Agency, to inform public policies and schools about their performance (mandatory by law).
- Ministry of Education develops performance levels (insufficient, basic, adequate) according to curriculum objectives.

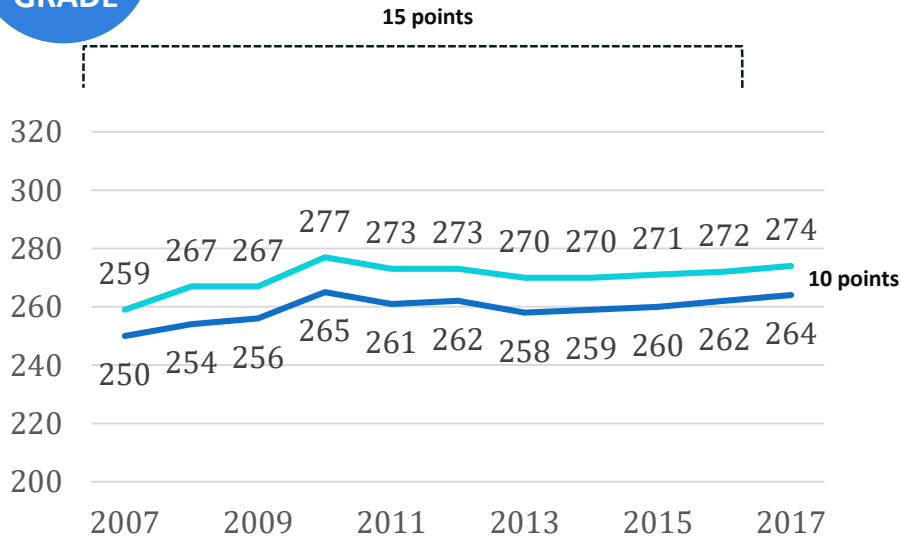
Learning Standards and Personal and Social Development Indicators (IDPS)

- Schools has a fundamental role in promoting good practices in citizenship and other indicators that have an impact in learning outcomes.
- These indicators are: academic self-esteem and school motivation, school coexistence, citizen participation and training, healthy lifestyle.
- Self reported by students, teachers, principals & parents. Public reports by schools

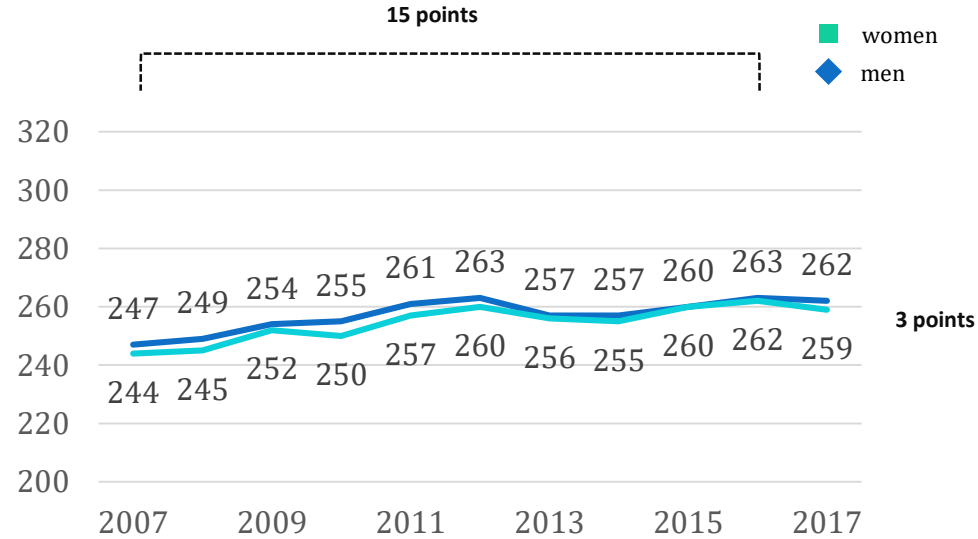
LEARNING RESULTS 2017: A DECADE OF STABILITY, DIFFERENCES BY GENDER

4TH GRADE

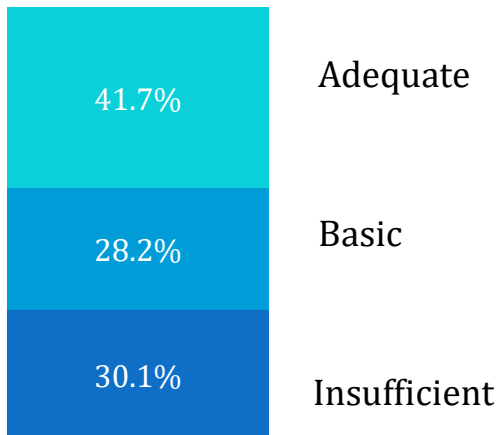
Reading comprehension



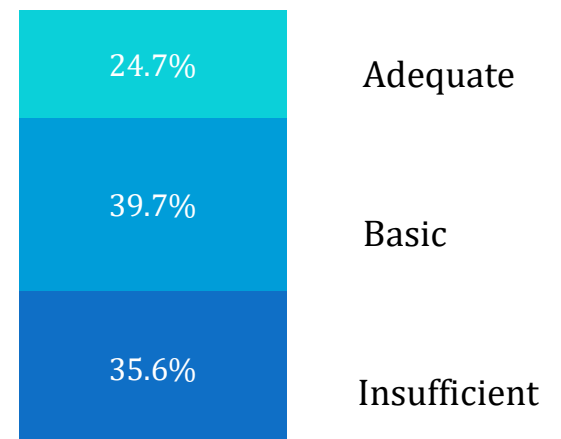
Mathematics



Performance Level



Performance Level





**PROGRESSIVE
ASSESSMENT**

- Voluntary
- Self-administered by schools
- Automatic reports by class, abilities, student progress and items.
- Assess: Reading comprehension in 2nd grade and Maths in 7th grade. Next two years: 1st and 3rd grade.
- 3 instruments during school year: diagnosis, monitoring and progress.
- Guidance for teachers practices
- Coverage: more than 50% of schools & 68% of students are using Progressive Assessment.

1. **Alignment** with national curriculum, (ex. Phonological awareness is not considered for 2nd grade, Vocabulary curriculum focus on others competencies).
2. **Needs of professional capacities in assessment literacy in the system, specially for use of results:** Chilean schools have better and more information about learning results, but no more information leads to learning improvement.
3. **Limitations** in personal and social development indicators (self-reported, social desirability, bias, etc.)
4. **Feasibility** in assess some competencies that require extra **budget** (ex. Listening, speaking)
5. **National consensus** about assessments:
 1. Balancing external and internal accountability
 2. Assessment as a mean, not and end
 3. Assessment System that seeks the use of informed outcomes to make timely pedagogical decisions and allow teachers improve the quality in their classrooms.



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Thank you!

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