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.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Census assessment (Simce)</th>
<th>Sampling assessment</th>
<th>International Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd grade</td>
<td></td>
<td>Reading comprehension</td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
<td></td>
<td></td>
<td>ERCE</td>
</tr>
<tr>
<td>4th grade</td>
<td>Reading comprehension Mathematics</td>
<td></td>
<td>PIRLS TIMSS</td>
</tr>
<tr>
<td>6th grade</td>
<td>Reading comprehension Mathematics</td>
<td></td>
<td>ERCE</td>
</tr>
<tr>
<td>8th grade</td>
<td>Reading comprehension Mathematics</td>
<td>Health condition Citizenship</td>
<td>ICCS ICILS TIMSS</td>
</tr>
<tr>
<td>12th grade</td>
<td>Reading comprehension Mathematics</td>
<td></td>
<td>PISA</td>
</tr>
<tr>
<td>13th grade</td>
<td></td>
<td>English as second language</td>
<td></td>
</tr>
<tr>
<td>14th grade</td>
<td></td>
<td>Competencies in secondary vocational schools.</td>
<td></td>
</tr>
</tbody>
</table>
OUR PROPOSAL: NEW NATIONAL ASSESSMENT SYSTEM

WIDER VIEW OF QUALITY IN EDUCATION

- National: Simce Test
- International Studies

NEW ASSESSMENTS PURPOSES

- Diagnosis, monitoring, & progress
- Reports (students & abilities) & guidance

PROMOTION OF FORMATIVE ASSESSMENT PRACTICES

- Learning goals, success criteria
- Evidence
- Feedback

National Assessment System
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

Adequate

Basic

Insufficient


Gender

women

men

Performance Level

Adequate

Basic

Insufficient
- 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 2\textsuperscript{nd} 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.
Thank you!

Carolina Vidal Leyton
Education Quality Agency, Chile.