

## Unit 7: Assessment

Understanding the nature and extent of the learning crisis requires reliable and valid assessment of learning outcomes. In recent years much progress has been made in terms of extending large-scale internationally comparable assessment exercises as well as in improving national and local assessment exercises in many LMI contexts. Much controversy however surrounds the question of how to measure progress towards SDG4 and how to measure progress with respect to alleviating the learning crisis.

- Large scale international assessments (e.g. PISA and PISA for Development)
- Regional assessments (e.g. PASEC)
- National educational assessments (e.g. NAS India)
- Citizen-led assessments (e.g. ASER)
- Other 'shorter quicker cheaper' types of assessments e.g. used in programme evaluations
- Broader indicator approaches such as the World Bank's Human Capital Index

After completing the unit, students should:

- Know and understand the key learning assessments which inform the learning crisis and SDG4
- Understand the strengths and weaknesses of various types of large-scale assessments
- Understand and be able to evaluate various assessment exercises in terms of their purpose(s) including in relations to any tensions and incoherences which arise from multiple purposes
- Be able to discuss the potential role of large-scale assessments in informing education systems reforms

### Required Readings

Dang, H. A., Glewwe, P., Vu, K., & Lee, J. 2021. What Explains Vietnam's Exceptional Performance in Education Relative to Other Countries? Analysis of the 2012 and 2015 PISA Data. RISE Working Paper Series. 20/036. [https://doi.org/10.35489/BSG-RISE-WP\\_2020/036](https://doi.org/10.35489/BSG-RISE-WP_2020/036)

Nakabugo, Mary Goretti. 2021. Uwezo citizen-led assessments: Inspiring debate about children's learning and holding governments accountable. Harding-Esch, P with Coleman, H (eds) Language and the Sustainable Development Goals. London: British Council. ISBN 978-0-86355-982-2. [https://uwezouganda.org/wp-content/uploads/2021/05/5\\_Uwezo-citizen-led-assessments\\_Web\\_FINAL.pdf](https://uwezouganda.org/wp-content/uploads/2021/05/5_Uwezo-citizen-led-assessments_Web_FINAL.pdf)

Singh, A. 2020. Myths of Official Measurement: Auditing and Improving Administrative Data in Developing Countries. RISE Working Paper Series. 20/042. [https://doi.org/10.35489/BSG-RISE-WP\\_2020/042](https://doi.org/10.35489/BSG-RISE-WP_2020/042)

Burdett, N. 2016. The Good, the Bad, and the Ugly - Testing as a Key Part of the Education Ecosystem. RISE Working Paper Series. 16/010.  
[https://doi.org/10.35489/BSG-RISE-WP\\_2016/010](https://doi.org/10.35489/BSG-RISE-WP_2016/010)

Wagner, Daniel A. "Smaller, quicker, cheaper: Alternative strategies for literacy assessment in the UN Literacy Decade." International Journal of Educational Research 39.3 (2003): 293-309. <https://doi.org/10.1016/j.ijer.2004.04.009>

### **Further Readings**

Ward, M. (2018). PISA for development: Results in focus. OECD.  
<https://doi.org/10.1787/22260919>

Jack Rossiter, Might K. Abreh, Aisha Ali, and Justin Sandefur, 2021. "Do High-Stakes Exams Promote Consistent Educational Standards? ." CGD Working Paper 581. Washington, DC: Center for Global Development. <https://www.cgdev.org/publication/do-high-stakes-exams-promote-consistent-educational-standards>