

Large Scale Assessments as Change Agents

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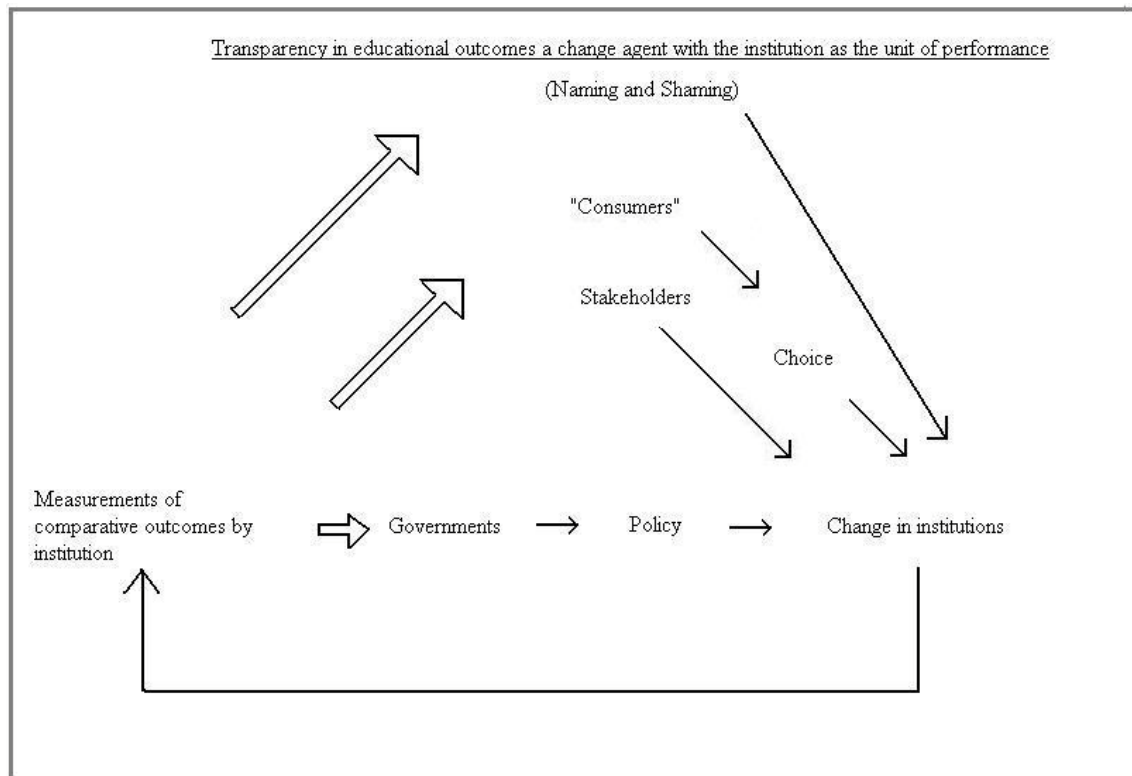
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Introduction

- Transparency to keep you honest
- Personal experience of the recent past on large scale assessments as change agents
- Focus on “PISA”, the project international student achievement



Transparency in educational outcomes as a change agent with the institution as the unit of performance



Some examples of the Netherlands in the nineties:

- the higher education choice guide
- the inspectorate assessment of schools

Is change socially desirable?

- The value added debate
- Resistance to large-scale assessments

The Policy Impact of PISA

- PISA is an internationally standardised assessment
- PISA assesses the ability of 15-year-olds to apply their knowledge in reading, mathematics and science to real life problems
- Assessments take place every three years

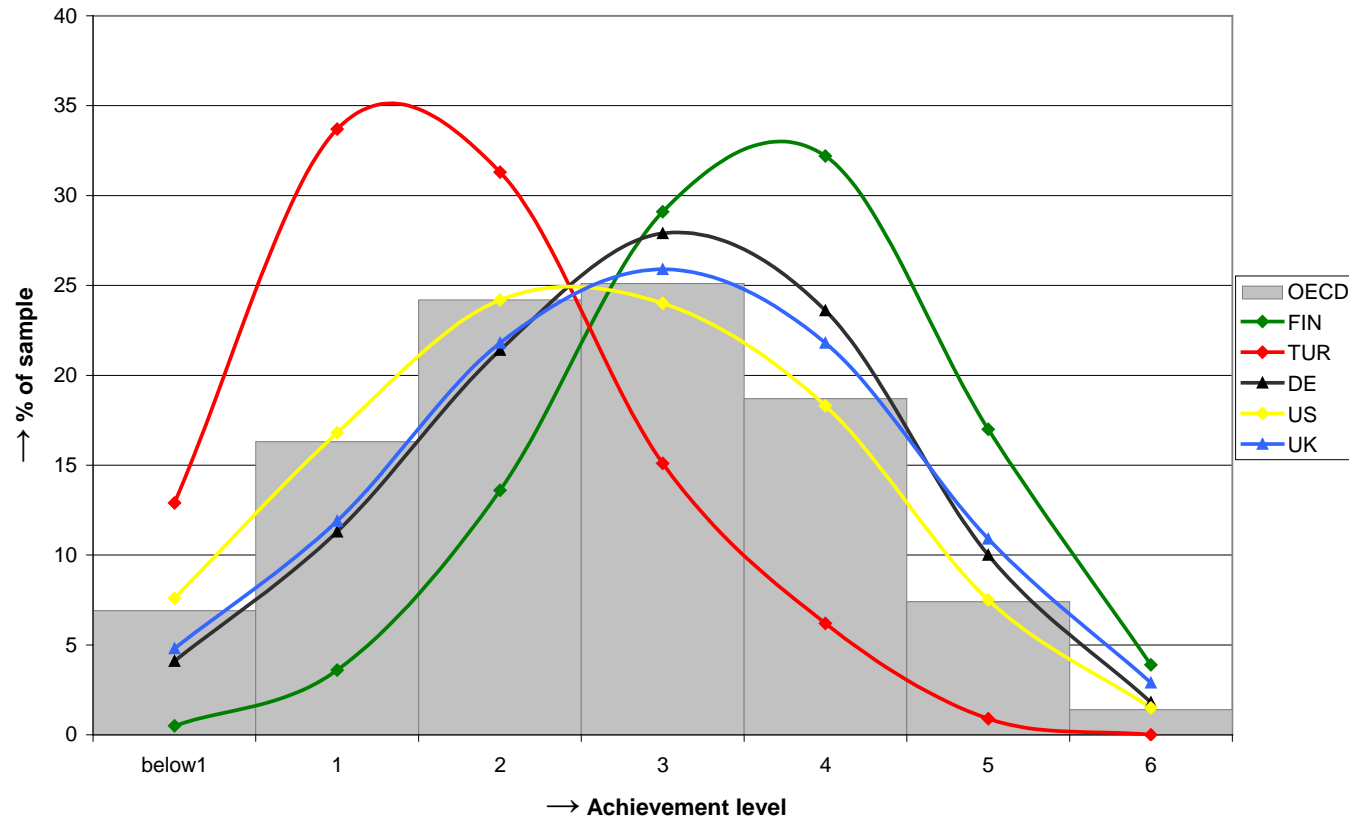
Evaluation of the impact of PISA on policy

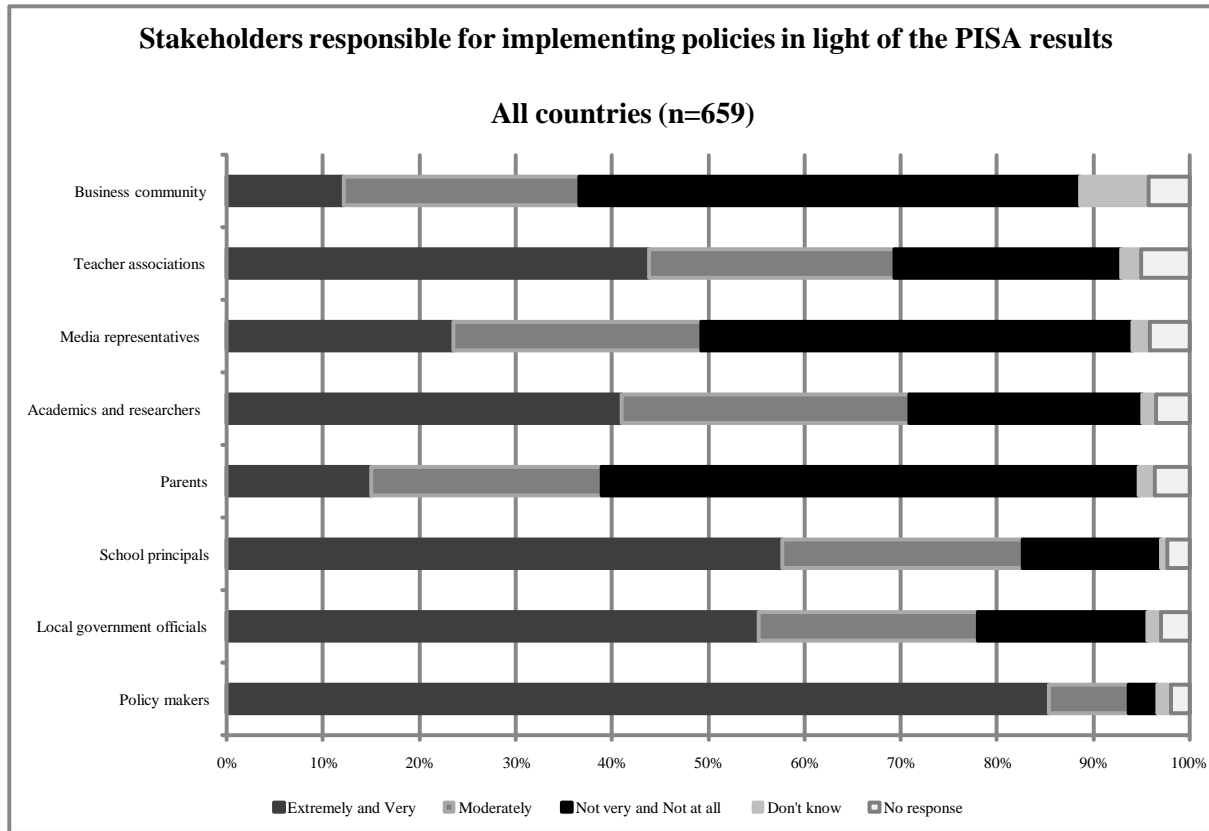
- Our model needs some adaption: consumer choice is no longer relevant
- Based on respondents assessment of impact of PISA on policy:
 - Group A (lowest through third decile)
 - Group B (fourth through seventh decile)
 - Group C (eighth through tenth decile)

Approximate expectations

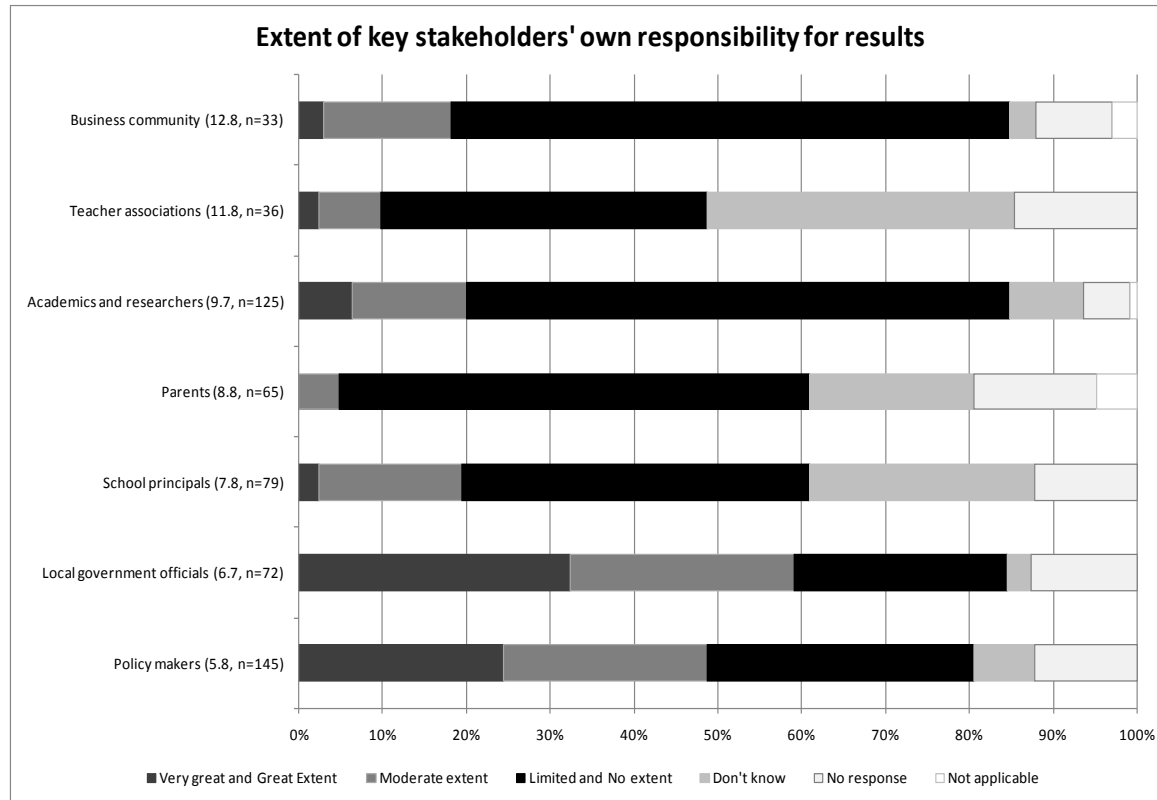
- Expectations are based on comparisons with “comparison” (neighboring?) countries (applicable to 2000 PISA)
- Expectations are based on expected changes over time due to national improvement efforts (applicable to 2003 and 2006)
- A combination of both
- Countries which express great general ambitions also are more ambitious with respect to education

The Academic Achievement Curve (selected countries)





Question: Who would you identify as being responsible for implementing policies in light of the PISA results in your country? Please indicate the degree of responsibility for each stakeholder and specify to which PISA assessment you refer.



Question: To what extent do [members of own stakeholder group] feel responsible for your country's results in PISA?

- Large scale assessments can play a role as a change agent if the information reaches the stakeholder and even more so if stakeholders are challenged on the assessments
- If you want large-scale assessment to have an impact, then you should disseminate them to and discuss them with teachers, parents, school boards etc. on the local level
- What to do with the PISA results? How to restructure the school such that better results will be achieved?

- Large scale assessments can be important change agents provided the assessment addresses the prime concerns of stakeholders in education
- Most large-scale assessments dodge the value-added question. This undermines their potential for wanted change

Thank you!