Large-Scale Assessments: Reporting and dissemination for different purposes and audiences

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Reporting and dissemination aims

• Help stakeholders to *understand* the assessment
• Support stakeholders to *use* the information gathered from the assessment
• Encourage stakeholders to *support* the assessment program
Diverse stakeholders

- Teachers, School leaders
- Researchers
- Policy makers
- Parents
- Students
- Interest groups (e.g., Teacher unions, curriculum developers, teacher trainers)
- General public
Stakeholders’ needs

Stakeholders will vary in their:
• background understandings of the assessment
• areas of interest
• use of the data
• time available
• technical expertise
• access to print and online material
• preferred style of communication
• preferred mode of communication
Some dissemination considerations

- Content and how it will be communicated
- Level of technical detail
- Type of activity/product and how it will be disseminated
- Timing
Different dissemination products for different purposes and audiences

• Who are you communicating for and for what purpose?
• What do these stakeholders know? What do they want to know? What is important for them to know?
• How can the information be made accessible and usable for different stakeholders?
Put yourself in the shoes of different stakeholders
Different dissemination products

- Assessment framework
- Contextual framework
- Technical report
- Main results report
- Summary reports and pamphlets
- Thematic report
- Sample items
- Databases
- Policy brief
- Press release
- Seminars, workshops, webinars
- Assessment websites
- Blogs
Assessment framework

- **Who**: Key stakeholders, researchers, educational practitioners, assessment team and the public

- **What**: Statement and discussion of what the assessment intends to measure and principles upon which the assessment is built

- **When**: Before and during assessment

- **Why**: Guides test development, helps stakeholders understand assessment, to interpret results and to have confidence in them

- **Technical detail**: Medium to high
Assessment framework: Contents

• Purpose of assessment
• Who is being assessed
• Domain definition and content assessed
• Skills assessed
• Test design specifications
• How will the data be reported

http://research.acer.edu.au/cgi/viewcontent.cgi?article=1010&context=ict_literacy
Contextual framework

• **Who:** Key stakeholders, researchers, educational practitioners, assessment team and the public

• **What:** Statement and discussion of what the questionnaire intends to measure

• **When:** Before/during assessment

• **Why:** Foundation for contextual information to be collected (what and why information will be collected)

• **Technical detail:** Medium
Contextual framework: Contents

- Source of contextual information
- Types of contextual factors included:
  - individual context of the student
  - home environment of the student
  - school and classroom contexts
  - national and community contexts

Technical report

- **Who:** Key stakeholders, researchers
- **What:** Detailed technical information on the background to the assessment, how it was developed, implemented, analysed and reported
- **When:** After the assessment
- **Why:** Provides record of activities and information for readers to judge the quality of the assessment
- **Technical detail:** High
Technical report: Contents

- Assessment purpose
- What was assessed
- Instrument development
- Translation
- Population or sample assessed
- Field operations
- Data management
- Item analysis
- Scaling methodology
- Analysis of assessment data
- Technical standards
- Conclusions

Main results report

• **Who:** All stakeholders, researchers, educational practitioners, media and the public

• **What:** Overview of all aspects of the assessment including the procedures followed and the findings

• **When:** After the assessment

• **Why:** Readers can understand the assessment purpose, approach taken, results and implications

• **Technical detail:** Medium
Main results report: Contents

• Executive summary
• Context and objectives of the assessment
• Procedures followed
• Key findings:
  – Description of achievement
  – Correlates of achievement
  – Changes over time (where applicable)
Main results report: Examples

Summary reports and pamphlets

- **Who:** For a variety of stakeholders, including teachers, policymakers, the general public or key interest groups
- **What:** Shorter report providing information on the key points from the main report
- **When:** After the assessment
- **Why:** Provides a fast way for stakeholders to learn about the most important assessment results
- **Technical detail:** Low
Summary reports and pamphlets: Contents

• Context and objectives of the assessment
• Procedures followed (brief summary)
• Present a few key findings
• Implications
Summary reports and pamphlets: Examples


Thematic report

- **Who**: Particular stakeholder groups, researchers
- **What**: Provides more detailed information than the national report on a particular topic.
- **When**: After assessment
- **Why**: Can help raise awareness about a particular priority area
- **Technical detail**: Medium to high
Thematic report: Contents

- Context and objectives of the assessment
- Procedures followed
- The importance of the theme discussed
- The assessment findings in the focus area
- Implications
Thematic report: Example

https://www.acer.edu.au/gem/activities/mteg
Sample items

- **Who:** For a variety of stakeholders, including teachers, policymakers, the general public and researchers
- **What:** Example items along with a description of the items
- **When:** After assessment
- **Why:** Provides readers with a greater understanding of the assessment and its aims
- **Technical detail:** Medium
Sample items: Contents

• Example items
• Coding guide
• Information about difficulty level of item, performance of students etc.
Sample items: Example

TRAFFIC

Here is a map of a system of roads that links the suburbs within a city. The map shows the travel time in minutes at 7:00 am on each section of road. You can add a road to your route by clicking on it. Clicking on a road highlights the road and adds the time to the Total Time box.

You can remove a road from your route by clicking on it again. You can use the RESET button to remove all roads from your route.

Question : TRAFFIC

Julio lives in Silver, Maria lives in Lincoln and Don lives in Nobel. They want to meet in a suburb on the map. No-one wants to travel for more than 15 minutes.

Where could they meet?

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https://www.oecd.org/pisa/test/
Databases

- **Who:** Researchers, government officials
- **What:** Assessment data (cognitive and contextual data)
- **When:** After the assessment
- **Why:** Provides opportunities for secondary data analysis
- **Technical detail:** Medium to high
Databases: Contents

• Assessment data
• Questionnaires
• Codebooks
• Data analysis manual
Programme for International Student Assessment (PISA) Australia

Background information on the Programme for International Student Assessment (PISA) and Australia’s participation in this international program for policy-makers, government officials, educators, parents, students and the media.


School socio-economic composition and student outcomes in Australia: Implications for educational policy

Policy brief

• **Who:** Ministers and policy makers

• **What:** Brief summary of the key findings and possible implications

• **When:** After the assessment

• **Why:** Alert busy senior officials and Ministers to key results, stimulate policy discussions

• **Technical detail:** Low to medium
Policy brief: Contents

- Assessment purpose and background
- Key results
- Policy implications
- Where further details are available
Policy Brief: Examples

Contents

Summary
Policy Implications
Introduction
Data
Results
Conclusions
Recommendations

Summarizes the key points of the policy brief.

Outlines the main implications and recommendations for policymakers and practitioners.

Presents an overview of the context and goals of the policy brief.

Provides data and evidence to support the arguments presented in the policy brief.

Presents the findings of the policy brief in a clear and concise format.

Summarizes the key findings of the policy brief and identifies areas for further research.

Contains recommendations for policymakers and practitioners to implement the findings of the policy brief.

POLICY IMPLICATIONS

1. Children need to see their potential positive reading attitudes and behaviors as important as their potential negative reading attitudes and behaviors. This will help in raising their interest and engagement in reading.

2. Policy implications should focus on increasing reading performance for children with high potential reading abilities, especially in the early grades, where reading is critical for future success. This will require targeted policies and programs that focus on identifying and supporting children with high potential reading abilities.

3. Policymakers should consider differentiating between children’s reading experiences to ensure that all children have equal access to reading materials and support. This will help in reducing the disparities in reading outcomes among children.

4. Educators and policymakers should encourage reading for pleasure and curiosity, as this promotes positive attitudes towards reading and helps in building lifelong learners. This will require a shift in the current focus on standardized testing and accountability measures.


Press release

• **Who:** General public, government officials
• **What:** Short written statement issued to the media
• **When:** Generally after assessment
• **Why:** Reduces risk of media oversimplifying assessment findings, communicate findings with a wide audience

• **Technical detail:** Low
Press release: Contents

- Date of release
- Details of the organisation
- Information to grab the readers’ attention
- Assessment background
- Main findings
- Why the findings are important
Press release: Example

Children in Western region are more than five times more likely to be able to identify letters and numbers than children in Nairobi.
The country is deeply divided in access to education and learning outcomes.

26 May 2016, Nairobi: Despite marked progress in increasing access to education across Kenya in recent years, Kenya has not fully met its commitments under the Education for All Goals. And the improved national average figures conceal stark contrasts between the different regions of Kenya. Children in Western Kenya are severely disadvantaged compared to their counterparts in Nairobi.

Seminars, workshops and webinars

• **Who:** Particular interest groups, such as teacher trainers or curriculum developers, Particular stakeholder groups, researchers and organisations
• **What:** Discussion and presentation of the assessment to stakeholders
• **When:** After the assessment
• **Why:** Provides an opportunity to gather feedback from stakeholders and to discuss possible policy implications
• **Technical detail:** Low to medium
Seminars, workshops, webinars: Contents

• Assessment purpose and background
• Key results
• Possible implications
• Discussion with stakeholders
NEQMAP Holds Its First Webinar, in Collaboration with OECD

The Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) Secretariat at UNESCO Bangkok organized its first webinar “How to ensure universal learning? Findings and experiences from Asia-Pacific” in collaboration with the OECD. The webinar was held on 13 May 2016, with approximately 90 participants registered from various countries. The webinar invited Dr. Alfonso Echazarra from the OECD Directorate for Education and Skills as a speaker and Dr. Hye-Won Lee from the Korea Institute for Curriculum and Evaluation (KICE) as a discussant. The interactive webinar platform allowed participants to engage with the presenters by asking questions throughout the session which were answered at the end of the webinar.

Many countries in the Asia-Pacific region formally administer national as well as international assessments to monitor the quality of education system and learning outcomes of their students.

Assessment websites

• **Who:** All stakeholders, researchers, educational practitioners, media and the public

• **What:** A webpage for the assessment program may contain links to different dissemination outputs, assessment updates, links to social media

• **When:** Throughout the assessment

• **Why:** Enhances accessibility to different dissemination products, provides opportunities for using interactive tools

• **Technical detail:** Low to medium
Assessment website: Example

http://data-visualizer.iea.nl/
Assessment website: Example

The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 economies have participated in the assessment.

The most recently published results are from the assessment in 2012.


Consult all PISA 2012 results here.

More than 70 economies have signed up to take part in the assessment in 2015 which will focus on science.

Download the PISA trifold brochure.

https://www.oecd.org/pisa/aboutpisa/

https://www.youtube.com/watch?v=q1I9tuScLUA
Blogs

• **Who:** All stakeholders, researchers, educational practitioners, media and the public

• **What:** Informal online posts on particular assessment topics, generally more informal communication

• **When:** Throughout the assessment

• **Why:** Provides an informal way to discuss topics and provides stakeholders with an opportunity to engage with the topic

• **Technical detail:** Low to medium
Blog: Example

Welcome to ASER Pakistan Blog

This is a forum for our research fellows and associates, as well as researchers in affiliated organizations and other institutions, to share their ideas and initiate discussions on interesting and pertinent socioeconomic issues. We invite the readers to engage with the researchers through the blog and provide their comments, feedback and queries for constructive debates on the issues discussed.

Through Aditis Eyes The Importance of Early Grade Assessment in Tracking Childrens Learning

Posted By Hannah-May Wilson, PAL Network Secretariat

Meet Aditi. Aditi is 11 years old. Aditi lives with her mother and younger sister Didi, who is 7 years old. They live on the outskirts of Mumbai, in a waste-picking community. Aditi and Didi have lived here ever since they were born. Every morning, their mother leaves very early to collect used plastic to sell. Aditi used to help her mother, but now she goes to school with Didi instead.

In fact, Didi is the same age as India’s Right to Education Act (RTE). Passed into law in 2009, the RTE Act guarantees a free and compulsory education for all children aged between 6 and 14. Aditi and Didi’s mother relies on teachers and the government to follow through on their promise of giving her daughters a good education. She hopes that her girls will learn to read and write. When they are women themselves.

And many more!

- Newsletters
- Journal articles
- Manuals and guidelines
- Working papers
- Social media posts
- Radio, podcasts and TV
- Posters

Dissemination planning

• We need to be purposeful in our dissemination approaches in order to meet our dissemination goals within the resource constraints

• We also need to have an adaptable approach as it is not possible to plan everything upfront
Developing a dissemination strategy

1. Review past dissemination efforts
2. Devise dissemination objectives
3. Determine audiences
4. Develop messages
5. Decide on dissemination approaches
6. Determine dissemination channels
7. Review available resources
8. Consider timing and windows of opportunity
9. Evaluate efforts

1. Review past dissemination efforts

• What dissemination approaches were used in the past?
• What products/tools were developed?
• How did the different audiences respond to these?
• What worked well?
• What didn’t work well?
2. Devise dissemination objectives

• What are the goals and objectives for dissemination?
• Is it to raise awareness, understanding, inform, engage, promote, encourage action?
• Examples:
  – Provide stakeholders with information on trends in achievement outcomes over time
  – Encourage policy makers to utilise the assessment findings
  – Ensure stakeholders are kept informed of key dates and program updates
3. Determine audiences

- Who are the different individuals, groups and organisations you want to reach?
- Which audiences are the most important to reach?
- How will these audiences use the information?
- What are the needs of these audiences?
4. Develop messages

• What information will be important to communicate?
  – Results
  – Key assessment dates
  – Assessment purpose and methodology

• What kinds of messages will you be able to communicate?
  – Information on trends over time?
  – Information on growth across grades?
  – Information on background factors related to achievement?
5. Decide on dissemination approaches

- What dissemination products/activities will be used for what audiences?
- What is the purpose of developing these?
- Which of these approaches are the highest priority and why?
6. Determine dissemination channels

- How will the dissemination approaches reach the right audiences and within budget?

- For example:
  - Will the products/tools be available online and/or in hard copy?
  - How will key stakeholders be contacted?
7. Review available resources

• What materials are available?
• Who will be involved in undertaking this and what skills do they have?
• What is the budget available?
• How much will the dissemination approaches cost?
8. Consider timing and windows of opportunity

- What is the project timeline and how does dissemination fit into this timeline?
- What dissemination activities should happen before, during and after the assessment?
- Are there any fixed timelines, for example, is there a conference or event where information can be disseminated?
- When should information be disseminated to different stakeholders?
9. Evaluate dissemination efforts

• What are the goals of the dissemination and what does successful dissemination look like?
  – Think about both reach and impact
  – Consider the original policy goals of the assessment program

• How can the dissemination efforts be monitored?

• Were the approaches used good value for money?
Activity: Developing a dissemination strategy

• Develop a dissemination strategy for an assessment program that your organisation is involved in/responsible for

• See activity sheet
Activity reflection

• What format did you use for completing this activity? (For example, did you use the template or another format?).

• What did you find challenging about developing the dissemination strategy?

• What was helpful about completing this activity?

• How will you further develop and use this dissemination strategy?
References


Note: For the examples used in this presentation, please refer to the URL provided on the slides.