NEQMAP’s 4th Steering Group & Annual Meeting

Knowledge-sharing activities

Kathleen Sullivan
UNESCO Bangkok
The Knowledge Portal
What is the Knowledge Portal?

The knowledge portal is a database which comprises of all types of research and documentation related to

- ASSESSMENT,
- CURRICULUM and
- PEDAGOGY

in the Asia-Pacific region, including, but not limited to:

- Policy documents and briefs,
- Journal articles,
- Published reports
- Blog posts and research articles
What resources can you find on the Knowledge Portal?

Research and documentation related to ASSESSMENT, CURRICULUM and PEDAGOGY searchable by:

• Country
• Region and sub-region
• Language
• Institution
• Publication year
• Author
• Keyword, category and tag
Criteria

Knowledge Portal documents should be related to **ASSESSMENT** and/or **CURRICULUM/PEDAGOGY** and can belong to any of the following types:

- Book
- Newsletter/journal article
- Newspaper/magazine article
- Blog post
- Policy documents/ Issue brief
- Survey instrument/tool/questionnaire
- Assessment framework
- Working paper
- Guideline/manual
- Progress/Monitoring/Technical report
- Meeting/Conference report/proceedings
- Training/Workshop material/presentation
Knowledge Portal

New Design
The New NEQMAP Knowledge Portal

Welcome to the NEQMAP Knowledge Portal

The NEQMAP Knowledge Portal is a database comprised of all types of resources and documentation related to learning assessment, curriculum, and pedagogy in the Asia-Pacific region and beyond. The Knowledge Portal collects resources including policy documents, journal articles, reports, blog posts and research related to quality education assessment.

Browse resources by topic

http://nespap.unescobkk.org/neqmap
Use our new advanced search:

Advanced Search

Enter your search criteria for resources related to learning assessment here.

- Keywords
- All categories
- Institutional Affiliation
- Document Type
- Region
- Sub-Region
- Author
- Country
- Year
- Tags
- Language

Search

http://nespap.unescobkk.org/neqmap
Browse resources by topic:

Search Results:

National/sub national assessment

Click here to perform a new search.

Finnland and Singapore in PISA 2009: Similarities and differences in achievements and school management

In PISA 2009, Finland and Singapore were both ranked high among the participating nations and have caught much attention internationally. However, a secondary analysis of the means for Reading achievement show that the differences are rather small and are attributable to spurious precision. Hence, the...

Assessment development in the Asia Pacific region

This special issue is contextualized in the Asia Pacific region where some developments in summative and formative

http://nespap.unescobkk.org/neqmap
Browse resources by country:

Search Results: Thailand

Affective characteristics and mathematics performance in Indonesia, Malaysia, and Thailand: what can PISA 2012 data tell us?

The results of the Programme for International Student Assessment (PISA) 2012 showed that Indonesia, Malaysia, and Thailand underperformed and were positioned in the bottom third of 65 participating countries for mathematics, science, and reading literacies. The wide gap between these three countries...

School assessment in Thailand: roles and achievement of ONESQA

The main principle of educational provision of high standard lies in recognition of the importance of assessment for enhancing educational quality and raising the standard. Such recognition has led to establishment in Thailand of the Office for National Education Standards and Quality Assessment (ONESQA)....

Learning Assessment Reform in Thailand

In this chapter, learning assessment means the kind of assessment that can be a part of instruction used to support and enhance learning in the basic education level. Learning assessment in Thailand is a full responsibility of each school. A review of the history and development of classroom and school...

http://nespap.unescobkk.org/neqmap
Dix observations sur les systèmes d’évaluation de l’apprentissage

Nous assistons à une reprise du débat (tant au niveau national qu’au niveau international) en ce qui concerne les dispositifs d’évaluation des résultats d’apprentissage. Les acteurs devront être évalués ainsi que les dimensions des évaluations se sont diversifiées, et les modèles institutionnels qui définissent...

Mettre en œuvre et financer l’Education pour Tous

Le séminaire international intitulé Financement et mise en œuvre des plans d’éducation s’est tenu en République de Corée avec la participation des représentants des pays suivants : Burkina Faso, Cameroun, Cuba, Inde, Maroc, Niger et République de Corée. Le thème abordé portait sur les aspects de financement...

http://nespap.unescobkk.org/neqmap
Browse resources by keyword: PISA

http://nespap.unescobkk.org/neqmap
Browse resources by year: 2013

Search Results 2013

Click here to perform a new search.

Variation in teachers' conceptions of alternative assessment in Singapore primary schools

Alternative assessment is an increasingly common and popular discourse in education. The potential value and benefit of alternative assessment practices are premised on significant changes in assessment practices. Many alternative assessment practices seek and promise alternatives to tests and examinations...

Impacts of an early stage education intervention on students' learning achievement: evidence from the Philippines

This article examines the impact of a large scale, early stage education intervention in the Philippines, the Third Elementary Education Project, on students' national achievement test scores. We find that two years' exposure to the programme significantly increased test scores at grades 4 to 6 by about 4.5...

The Australian Curriculum

...

PISA 2012 Results: ready to learn (Volume III): Students' engagement, drive and self-beliefs

This third volume of PISA 2012 results explores students’ engagement with and at school, their drive and motivation to succeed, and the beliefs they hold about themselves as mathematics learners. The volume identifies the students who are at particular risk of having low levels of engagement in, and...
Browse resources by sub-region: South Asia

Search Results

South Asia

Click here to perform a new search.

Improving literacy and math instruction at scale in India's primary schools: The case of Pratham's Read India program

Pratham’s “Read India” initiative is a large-scale intervention to improve basic learning and arithmetic among children in primary school. It was started almost 10 years ago and has evolved considerably over time. Currently, this initiative uses two strategies. The first strategy is to work directly...

Short-run learning dynamics under a test-based accountability system: Evidence from Pakistan

Low student learning is a common finding in much of the developing world. This paper uses a relatively unique dataset of five semiannual rounds of standardized test data to characterize and explain the short-term changes in student learning. The data are collected as part of the quality assurance system...
Browse resources by institutional affiliation: ASER

**Search Results**  ASER

Click [here](#) to perform a new search.

- **The Annual Status of Education Report**

- **Key findings from the Study: Inside Primary Schools: Teaching and Learning in Rural India**

  Supported by UNICEF and UNESCO, this longitudinal study tracked 30,000 rural children studying in Std 2 and Std 4 in 900 schools spread over five states (Andhra Pradesh, Assam, Himachal Pradesh, Jharkhand, and Rajasthan). These children, their classes, schools and families were tracked over a period.

- **Inside Primary Schools: A study of teaching and learning in rural India**

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- **Trends Over Time 2006-2014: A Supplement to ASER 2014**

  To mark the 10th year of the ASER exercise, this supplemental report presents trends over time in enrollment, reading, arithmetic and English for children in rural India. The assessment tools for each of these three domains are comparable over time. Reading and arithmetic assessments have been done every...

- **English Impact Report: Investigating English Language Learning Outcomes at the Primary School Level in Rural India**
Browse resources by document type: journal article

Search Results

Journal Article

Malaysia and Singaporean students’ affective characteristics and mathematics performance: evidence from PISA 2012

This paper attempts to identify the extent to which the affective characteristics of Malaysian and Singaporean students’ attainment compared to the OECD average in Programme for International Student Assessment (PISA) 2012, and examine the influence of students’ affective characteristics, gender, and...

Affective characteristics and mathematics performance in Indonesia, Malaysia, and Thailand: what can PISA 2012 data tell us?

The results of the Programme for International Student Assessment (PISA) 2012 showed that Indonesia, Malaysia, and Thailand underperformed and were positioned in the bottom third out of 65 participating countries for mathematics, science, and reading literacies. The wide gap between these three countries...

The effect of class size on student achievement: evidence from Bangladesh

This study examines the effect of class size on student achievement in Bangladesh using national secondary school survey data. A Ministry of Education rule regarding allocation of teachers to secondary grades is exploited to construct an instrument for class size. This rule causes a discontinuity between...

Do crowded classrooms crowd out learning? Evidence from the food for education program in Bangladesh

Bangladesh’s Food for Education Program (FFP), which provided free food to poor families if their children attended primary school, was successful in increasing children’s school enrollment, especially for girls. However, this success came at a price as class sizes increased. This paper uses a rich data...
Knowledge Portal

New Features
**Knowledge Portal: Featured Research Activities**

**NEQMAP Research Activities**

**Mapping Study on Existing Learning Assessment and Relevant Policies/Instruments**
Large-scale data on learning outcomes are becoming increasingly available. However, the use of education-related data for evidence-informed policy making is limited, partly due to insufficient institutional capacity of countries to analyze such data and link results with policies. Therefore, in order to improve the use of student learning assessment data in strengthening education systems, a mapping study on existing learning assessments and relevant policies/Instruments was conducted.

**Assessment of Transversal (or 21st century) Skills/Competencies**
Building on the findings from previous research conducted by UNESCO Bangkok, NEQMAP launched a regional study on "Assessment of Transversal Competencies in the Asia-Pacific" in October 2015. This study aims to explore different approaches or practices that countries/jurisdictions of the region adopt in assessing these skills and competencies (e.g., creativity, problem solving, critical and reflective thinking).

**The Impact of Large-Scale Learning Assessments on Education Policy and Practice**
A systematic review on the impact of large-scale learning assessment on policy and practice in the Asia-Pacific was conducted by the Australian Council for Educational Research (ACER), a NEQMAP institutional member, with support and inputs from the NEQMAP Secretariat. This extensive systematic review study covered 32 countries in total including all Global Partnership for Learning countries.
Learning Assessment Glossary of Terms

Assessment framework: Refers to ‘what’ is to be measured in the assessment instrument. It is the operationalization of the broader domain to which the assessment aims to generalize. It specifies the content and skills to be assessed. An equivalent term is test specification.

Citizen-led [household based] assessment: It assesses the basic abilities of children in reading and arithmetic, and is based on household-based sampling (rather than school based) to ensure the involvement of all children including those who have not been to school, those who dropped out as well as those who attend different types of schools. Well-known citizen-led assessments include:
- ASER
- UWEZO

Classroom assessment: The process of collecting, synthesizing and interpreting information to aid classroom-based decision making, support student learning (formative assessment) and judge student performance at a specific point in time (summative assessment). It is primarily carried out by teachers and the students in their classrooms, encompassing the formal grading of students' work as well as more informal observations of students.

International assessment: Large-scale assessment studies, whereby data are collected from a number of countries, allowing each country to compare the results of its students with the results achieved by students in other countries. Well-known international large-scale assessments include:
- PISA: Programme for International Student Assessment
- TIMSS: Trends in International Mathematics and Science Study
- PIRLS: Progress In International Reading Literacy Study

Moderation: The process of establishing comparable standards for evaluating student responses to assessment tasks in order to ensure that the data are valid and reliable for the intended purposes. In schools, it involves groups of teachers looking at examples of student work, discussing the extent to which these meet the expected standard, and coming to an agreement on the level of attainment represented by each example.

National [or sub-national] assessment: Large-scale assessment surveys designed to describe the achievement of students in a curriculum area and to provide an estimate of the achievement level in the education system as a whole at a particular age or grade level. This normally involves administration of tests either to a sample or population of students.

Public examination: Assessment specifically designed for the purposes of certifying or selecting students, usually covering the main subject areas in the school curriculum. Generally, all students who take the examination at the designated age or grade level are tested (usually at the end of upper secondary schooling).
...And more!

- We’re looking to expand the Knowledge Portal to make the website a tool more and more people come to as a one-stop shop for learning assessment.
- Have an idea on how to improve the Knowledge Portal? Let us know! Email us at neqmap@unesco.org.
Contribute to the Knowledge Portal!

• We highly encourage **NEQMAP members** and **Asia-Pacific member states** to contribute to this online portal by sharing documents (or links) related to assessment and curriculum in your country and/or produced by your institution.

• Please send your contributions to the NEQMAP Secretariat at [neqmap@unesco.org](mailto:neqmap@unesco.org).
NEQMAP Webinars
NEQMAP holds its first Webinar with the OECD

- In May 2016 NEQMAP 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.
NEQMAP holds its first Webinar with the OECD

- 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.
The OECD’s recent publication “Low Performing Students: Why they fall behind and how to help them succeed” highlights this issue while addressing the possible factors associated with it. The webinar therefore aimed to shed light on the relevance and implication of this issue in the context of the Asia-Pacific region.
NEQMAP holds its first Webinar with the OECD

- Following the speaker’s presentation, the discussant, Dr. Hye-Won Lee of KICE shared the experience of the Republic of Korea in dealing with the issue of low performance.
NEQMAP holds its first Webinar with the OECD

- The webinar participants shared their questions and comments via chat and email before and during the webinar, which were then answered by the speakers, ensuring a rich exchange.
- Overall, the webinar successfully provided an opportunity for stakeholders in the Asia-Pacific region to learn more about student performance gaps and how to address them, and also to interactively engage with each other. Promotion of such knowledge sharing is one of the key activities of NEQMAP as a collaborative platform to enhance student learning assessment systems in the countries of the region.
NEQMAP holds its first Webinar with the OECD

For more about NEQMAP’s Webinar:

• Video of the webinar
• Webinar presentations: Low-performing Students: Why They Fall Behind and How to Help Them Succeed, Alfonso Echazarra (OECD)
• How to ensure universal learning? Findings and experiences from Asia-Pacific, Hye-Won LEE & JaOk KU (KICE)
• Article: NEQMAP Holds Its First Webinar, in Collaboration with OECD
Future Webinars

• After the success of NEQMAP’s first Webinar last spring, the NEQMAP Secretariat hopes to organize and co-organize more webinars in the future.

• If you would like to suggest a future webinar, please let us know here or email us at neqmap@unesco.org.
NEQMAP Newsletter
In August 2016, the NEQMAP Secretariat issued its first newsletter with the aim of informing NEQMAP members and those interested in learning assessment issues on relevant news and events in the Asia-Pacific region.

The inaugural NEQMAP newsletter was sent out in August 2016 to NEQMAP members and associates.

The newsletter, to be issued twice a year, features news and articles from the NEQMAP Secretariat and network members, as well as information on upcoming events and recent publications.

View the NEQMAP Newsletter - August 2016
Featured articles from our first issue include:

- **The PAL Network Case: Citizen-led Assessments to Improve Learning**
- **Assessment of Transversal Competencies: Perspectives from Malaysian teachers and school leaders**
- **Assessment of Afghan Educational Standards to Improve Learning**
- **Understanding & Evaluating Assessment Tools for Evidence-Based Policy Making**
- **NEQMAP Capacity Development Workshop in Bhutan**
NEQMAP Newsletter

- You can view an archive of the NEQMAP Newsletter issues [here](#) (only one issue to date).
- Note: The NEQMAP Newsletter will be issued biannually. The next issue will be sent out in late December 2016.
- To subscribe to NEQMAP Newsletter, you can use the form [here](#).
- To suggest an upcoming event, publication or submit a news article for our next issue, contact us at neqmap@unesco.org.
NEQMAP Newsletter

Keep an eye on your inbox — The next issue of the NEQMAP Newsletter will be sent out next week!