

# Supporting schools in the analysis and use of external assessment reports

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## **Portugal**

**IAVE – Institute for Educational Assessment –  
in charge of **all** external student assessment at  
national and international levels**

**Back in 2019**

**High-stakes testing – grades 9, 11 & 12**  
**Low-stakes testing for all students – grades 2, 5 & 8**

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## Low-stakes testing – grades 2, 5 & 8

Can you imagine

**300 000**

**personalised** reports  
produced and provided to schools in  
**3 months**

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**We did it!**

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Can you imagine  
**a personalised** report  
telling **each** student

**Where HE/SHE succeeded**

**Where HE/SHE failed**

**How to improve HIS/HER learning**

in **each** content of the **2** or **3** or **4** or **5** subjects  
in 3 months?

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**We did it!**

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Can you imagine  
**schools/teachers not making  
optimal use of this data?**

**We questioned ourselves &  
we confirmed it!**

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**They didn't it!**

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That's the reason why we started

# PAR

– a project for working WITH schools & teachers on the several ways of making the most of the information in the **personalised reports**, as well as **other quantitative data** used to rank schools and classes at national and regional levels in specific content areas.

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## Goals

To draw the stakeholders' attention to the **importance** of low-stakes testing.

1. Help teachers, students & parents **analyse and make use** of the reports.
  2. Listen to teachers, students & parents about the **impact** of the reports **on the teaching and learning process**.
  3. Get contributions to **improve the reports**.
  4. **Expand the project** to other schools in neighbouring areas.
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## Method

- **18** schools, covering the whole country, including 1 in Cape Verde.
  - **51** days immersive hands-on work (about 3/school).
    - **18** headmasters' **interviews**.
    - **351** inquiries (applied to teachers & parents).
  - **About 200 meetings**, involving the IAVE team and specific groups of teachers, students & parents.
  - **3 meetings**, involving the IAVE team and all the headmasters.
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# Products

- **1** video of the project
  - **18** informative sessions
  - **1** descriptive report with recommendations on how to use the information
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## What did we get?

- The **approach** on how to draw on the reports was different in the 18 schools. We can organise them according to 3 levels:
    - An **overview**, with no impact;
    - a **semi-detailed** analysis, with some guidance;
    - An **in-depth** analysis, involving **intervention** based on diagnosis.
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## What did we get?

**Students approach to low-stakes testing was very different in the 3 grades:**

- **In grade 2 – most of the teachers used to analyse the personalised reports with students & parents & use them for teaching/learning.**
  - **In grades 5 & 8 – reports were not considered because students didn't value low-stakes testing (as there are no marks and they are taken at the end of the school year).**
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## What did we get?

- Participants **shared** with IAVE some ways of exploring reports. IAVE shared their suggestions with other participants.
  - Questionnaires revealed the **importance of this interaction...**
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## What did we get?

- The **topics** chosen for **discussion** were considered **excellent or very good** by...

**90% of  
teachers**

**87% of  
parents**

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## What did we get?

- After IAVE's intervention, all 18 schools recognised the **value of the information** in the reports & told us that they would start using them
    - involving all stakeholders;
    - spreading the word.
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## What did we get?

- After IAVE's intervention, there will be a **greater impact** of the project on the **value perceived**, concerning low-stakes testing & personalised reports, as expressed by...

**84%**  
**of teachers**

**75%**  
**of parents**

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## What did we get?

- **The reports** were improved, by:
    - **simplifying data presentation;**
    - **clarifying the meaning of some words;**
    - **highlighting the different parts of the report.**
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# March 2020

## What changed?

- **9** of the **18** face-to-face informative sessions were replaced by online sessions.
  - The expansion of the project was **cancelled**.
  - The **personalised reports** were **suspended**.
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## And then?

Caught in the middle of the project  
everything came to a halt with  
**COVID-19, except** our  
enthusiasm

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**We had to adapt  
the project!**

*Opportunities?*

*Challenges?*

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## *Opportunities/challenges*

- **Go on** involving teachers, students & parents in students' success.
  - Challenge schools to **improve** the **quality** of **their own diagnosis**.
  - Help schools to use **relevant information** from any external report.
  - Develop **e-assessment** competencies.
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So, we go on...

**in 2021/22**

- **61** schools in the project.
- **17 projects** in specific school groups.
  - about **200 teachers** involved.

(prepared for face-to-face or online meetings!)

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