A Preliminary Scoping Exercise of Systems for Monitoring Educational Standards Over Time at National Level

from the

National Foundation for Educational Research

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1 Summary of Report

The purpose of this study was to serve as a scoping exercise, locating preliminary information on the nature and extent of national assessment systems around the world. This was done through a searching strategy based on a formal literature search of educational databases, internet searches, enquiries through information sharing networks and personal requests for information. The four strands of enquiry gave rise to some information about 168 countries. For all of these there was some evidence that they were engaged in some form of systematic assessment programme aimed at least in part in evaluating standards. The information on national assessment systems located is set out in Appendix 1 to this report.

For some countries, the sole reported means of doing this is through international comparative studies, PISA, PIRLS, IALS or TIMSS.

Many smaller or developing countries take part in other international schemes, the principal one of which is Monitoring Learning Achievement (MLA) which is promoted and supported by the World Bank. In all, 71 countries were reported as participating in this survey. A smaller similar cooperation takes place in Africa, the Southern African Consortium for Monitoring Educational Quality (SACMEQ), and in Central Africa, the Programme for the Analysis of Education Systems of the CONFEMEN countries (PASEC).

Twenty two countries were identified which run their own national assessment systems. These are: Argentina, Australia, Bangladesh, Bolivia, Brazil, Finland, France, Hungary, Italy, Jamaica, Korea, Norway, Paraguay, Peru, Philippines, Poland, Romania, Singapore, Slovakia, Thailand, Uruguay and the United States of America. These range in age from the USA's NAEP programme introduced in 1969 through to Norway which is beginning its national assessment this year. Although many of these countries tend to be large developed countries, this is by no means always the case.

In contrast, at least nine countries were identified which do not have any form of national monitoring of standards (though they may participate in international surveys). These are Belgium, Cyprus, Czech Republic, Germany, Greece, Japan, Laos, Spain and Switzerland. It seems likely that the Russian Federation should also
be included in this group. For two countries (the Netherlands and Ireland), documentation differs, with some responses indicating there is no national assessment system and others pointing to one. It seems there may be some monitoring but that it is not well known or influential. Hence, there are a small but significant number of developed countries which currently do not monitor educational standards. This number is declining however as four have announced plans for monitoring programmes (the Czech Republic, Germany, Ireland and Spain) but, in some cases, implementation has been slow.

The subjects tested most frequently (by virtually all countries with testing programmes) were language and mathematics. Much less frequently, programmes include science, social science or English as a foreign language. A few countries included one or more of history, geography, civics, problem solving, ICT, religion and physical education.

Age groups assessed varied according to the schooling systems, but there was a tendency to test toward the end of primary education although there does not appear to be much consistency across countries. Similarly there is little consistency of age among those countries with secondary school testing.

Countries adopted different approaches to the numbers of pupils to be tested – either using random samples or the whole cohort, or sometimes both of these for different elements of their programme. Similarly, whether the testing was voluntary or compulsory varied, where there was information – this is often not reported.

Finally, it was also very difficult to locate the stated purposes of the assessment system. There was very little consistency of language or philosophy in the stated purposes. Some of the purposes quoted were:

- to identify insufficiencies and areas requiring compensation programmes
- baseline for quality in primary schools
- enhance policy decision making
- set acceptable standards for schools
improve methods of teaching

celebrate success, inform curriculum changes and teacher development

determine access to differentiated secondary education.

The present study has been a scoping exercise to establish the extent to which there are national assessment systems that can be studied in depth. It has determined that there are a large number of countries that operate or have operated assessment systems for monitoring. This information could be built on in a full study. However, it has also found that obtaining information on the systems is not straightforward and elaborating on the information will require some endeavour.
2 Meeting the Specification

2.1 Methodology

The aims of the project were to seek answers to focused questions about national assessment schemes in countries around the world. This should be considered a summary report as a scoping exercise for a more detailed enquiry at a later stage.

The stated purposes of the study were:

Purpose (a): to establish which countries have operated national monitoring systems, both past and present;

Purpose (b): to summarise, very briefly, the key characteristics of each system identified;

Purpose (c): to list the published literature on each system.

The report focuses on the methods used to monitor educational standards over time through large scale assessments. This was further defined as systems which test the whole cohort or a sample of students.

In order to fulfil the aims and objectives outlined above, we conducted four strands of enquiry. First there was a systematic and focused review of the literature using a range of psychological and educational databases. Second, there was a formal set of enquiries to the Eurydice network, throughout Europe. Third, there was an internet search conducted using search engines and other search protocols. Finally, personal contacts were invoked, specifically the networks of the IEA, IAEA and AEA-Europe.

**Strand 1: Literature searches**

The NFER Library, staff undertook a specialised literature search. Electronic sources, print sources and grey literature were searched using systematic procedures to identify all the available research evidence. This was designed to establish the extent of international studies available on different approaches to national assessment.
Databases searched were AEI (Australian Education Index); BEI (British Education Index); CBCA Fulltext (Canadian Business and Current Affairs); CERUK (Current Educational Research in the UK); ERIC (Education Resources Information Center); PsycINFO and SIGLE (System for Information on Grey Literature in Europe), as well as the Library's own internal bibliographical databases.

The searches were defined by the following criteria:

- articles written in English
- assessments in the age range 7-16, corresponding to compulsory schooling in many countries
- articles published since 1995, the last 10 years.

Documents related to national assessments uncovered by the literature search were selected according to the criteria summarised below.

Research documents to be included in our literature review were those which:

- gave a clear description of the national assessment processes with appropriate characteristics
- included sufficient details of, or references to, the programme or assessment features in order for the country's system to be tabulated by its specific features
- provided sufficient details of the measurement instruments in order for their features to be described

The publications selected formed the basis of a detailed breakdown of the various features of the assessment systems, including their purposes, the subjects assessed and the frequency of testing. All relevant dimensions of the assessments (eg sample size, age of testees, duration of the programme) were tabulated, in order to facilitate comparison and, in turn, investigate effectiveness.
Strand 2: Enquiries through the Eurydice Network

Information on national assessment systems in Europe was also obtained through contacts with the Eurydice network. The Eurydice Unit at the NFER is the National Unit for England, Wales and Northern Ireland. It collects and disseminates information on the organisation and structure of education systems, and provides policy makers with detailed information on specific areas of policy through a targeted enquiry service.

Members of the Eurydice team at NFER also run the website of the International Review of Curriculum and Assessment Frameworks (INCA) Archive, which is sponsored and hosted by the Qualifications and Curriculum Authority (QCA). The site (www.inca.org.uk) provides descriptions of the education system in 18 countries worldwide, with specific reference to curriculum and assessment.

The unit made enquiries within the network, and then collected and collated information on the extent to which national assessment is used within national education systems, and the purposes and emphases of any assessments in place.

Strand 3: Internet Search

The facilities available for internet searching were utilised to undertake an exploration of information available on the World Wide Web. This was done through standard commercial search engines, such as Google, Alta Vista and Lycos.

Internet searches were also carried out on relevant subject gateways and websites. Some starting points derived from assessment websites which contain either lists of other websites and links to them, or which already have information on countries' assessment systems. Some examples are:

International Association for Educational Assessment (IAEA)
http://www.iaea.info International

World Bank Database of Public Examination Systems
**European Network for Educational Research on Assessment, Effectiveness and Innovation**

http://www.edte.utwente.nl/prj/euaei/index.htm

**The European Network of Policy Makers for the Evaluation of Education Systems**

http://cisad.adc.education.fr/reaenglish/index.htm

**Educational Assessments Association of the Americas**

http://www.eaaa.info

**Consortium of Institutions for Development and Research in Education in Europe (CIDREE)**

http://www.cidree.org

Taken together, the possibilities for such searches were open-ended in time. For this reason, strong prioritisation was imposed and the time devoted was limited to that given in the relevant costing of this proposal.

**Strand 4: Personal Contacts**

Several members of the Department of Assessment and Measurement have a range of international contacts and networks. Chris Whetton is Treasurer of the Association for Educational Assessment – Europe. A request was sent to all members (outside the UK) asking for information on their countries' assessment systems. NFER is also a member of the International Association for Educational Assessment. The website and list-server for IAEA was used to request information from all members. Finally the network of countries taking part in the PIRLS international study of reading was sent a message, asking the National Research Coordinators for information on their countries. These contacts were asked to provide both information and documentary sources describing it.

It is known that some countries utilise international assessments such as TIMSS and PISA as their means of national monitoring, either explicitly or implicitly. In some cases the survey sample is supplemented by an enhanced national sample. Such utilisations were identified through this personal contact strand.
2.2 Response Rates

Strand 1: Literature searches

The formal literature search strand demonstrated one important lesson for this as a scoping and feasibility study. This is that, in general, information on national assessment practices lies outside the research and/or educational literature. In part this is because the publication routes are through official reports or stand-alone publications rather than through academic publication routes. Hence literature searches provide a small return for the effort invested. Nevertheless some documentation was located which is included in Appendix 1.

Strand 2: Enquiries through the Eurydice Network

The enquiry from the NFER Eurydice Unit to its European counterparts resulted in 14 positive responses from: Austria, Czech Republic, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Malta, Netherlands, Norway, Portugal, Spain. These tended to be full replies giving detailed information and authoritative sources of further documentation.

Similarly, the INCA archive gave fairly full accounts of assessment systems in its 18 countries. By their natures, both these sources tended to give rise to information on developed countries, largely in Europe.

Strand 3: Internet Search

Internet searches, although intended to be a separate strand, in fact merged with the literature search. Although giving rise to some information, it proved to be a time consuming activity, which may not justify the time spent.

Strand 4: Personal Contacts

The three requests for information gave rise to 23 replies, which covered 18 countries. The responses varied in specificity, but many helpfully pointed to sources of documented information or gave the names and contacts of individuals who could be approached to provide details.
Taken together this scoping exercise has demonstrated that there is a considerable number of countries which have, or have had, national assessment systems. However, obtaining information and details on these systems is not straightforward. It requires the use of several types of searching and then time and patience to follow the routes indicated. This project has provided a starting point in locating information and, if QCA decides to continue, it provides the basis for a further more detailed study.
3 Further Information and References

This section sets out the sources of the information presented in Appendix 1.

AFRICA


EGYPT


MALAWI


NAMIBIA

ASIA

BANGLADESH


KYRGYZ REPUBLIC


NEPAL


PAKISTAN

PHILIPPINES


THAILAND


TIMOR-LESTE


EUROPE

AUSTRIA


**BELGIUM**


**BELGIUM, DENMARK AND ESTONIA**


**BULGARIA**

CZECH REPUBLIC


CYPRUS


DENMARK


ESTONIA


FINLAND

NORWAY


PORTUGAL


ROMANIA


SLOVENIA


SWEDEN

NORTH AMERICA

CANADA


CARIBBEAN


USA


SOUTH AMERICA

ARGENTINA, CHILE, URUGUAY


**BRAZIL**


**CHILE**


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COLOMBIA


GUATEMALA


LATIN AMERICA


NICARAGUA

PERU


NEW ZEALAND


NOT COUNTRY SPECIFIC


VARIOUS

**Appendix 1**

**OUTLINE INFORMATION ON NATIONAL ASSESSMENT SYSTEMS**

This appendix presents the information on national assessment systems for 168 countries collated for this report. The available information for each country is organised using the following categories:

- International scheme or National scheme name
- Established
- Primary group
- Secondary group
- Sectors
- Uses
- Whole cohort or sample
- Statutory or voluntary
- Subjects
- No of students
- Frequency
- Contextual information (including affective characteristics, background information)
- Future changes
- PISA
- PIRLS
- TIMSS
- Website
- Source

No sources of information were found for the following 31 countries:

- Albania
- Andorra
- Antigua & Barbuda
- Bahamas
- Barbados
- Benin
- Bhutan
- Brunei Darussalam
- Cape Verde
- Chad
- Cuba
- Fiji
- Kiribati
- Libya
- Marshall Islands
- Mauritania
- Micronesia
- Monaco
- Myanmar
- Nauru
- North Korea
- Palau
- Papua New Guinea
- Samoa
- San Marino
- Solomon Islands
- Suriname
- Tonga
- Tuvalu
- Vanuatu
- Vatican City

**AFGHANISTAN**

<table>
<thead>
<tr>
<th>International scheme</th>
<th>Monitoring Learning Achievement (MLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLA I &amp; II completed (by 2003)</td>
<td></td>
</tr>
<tr>
<td>Common tests in all countries</td>
<td></td>
</tr>
<tr>
<td>Established</td>
<td>1993 and 1999 for MLA I and II (Primary)</td>
</tr>
<tr>
<td></td>
<td>2002 for MLA II (Secondary)</td>
</tr>
<tr>
<td>Primary group</td>
<td>MLA I grade 4</td>
</tr>
<tr>
<td>Secondary group</td>
<td>MLA II grade 8</td>
</tr>
<tr>
<td>Subjects</td>
<td>MLA I: literacy, numeracy &amp; life skills (related to health, nutrition, sanitation, hygiene)</td>
</tr>
<tr>
<td></td>
<td>MLA II: maths &amp; science</td>
</tr>
</tbody>
</table>
Contextual information
Also collected students' backgrounds, school characteristics & family backgrounds

Source
Chinapah (2003)
Kellaghan & Greaney (2003)

ALGERIA
International scheme
MLA I & II completed (by 2003) [for MLA see Afghanistan]
TIMSS
2007
Source
Chinapah (2003)

ANGOLA
International scheme
MLA [for MLA see Afghanistan]
Source
Kellaghan & Greaney (2001)

ARGENTINA
National scheme name
National System of Quality Assessment - Sistema Nacional de Evaluacion de la Calidad (SINEC)
Established
1st 1993
Primary group
grades 3, 6, 7, 9, 12
Sectors
Public and private
Uses
Identify insufficiencies as well as the areas requiring compensating programmes for disadvantaged populations
Whole cohort or sample
Nationally and provincially representative sample in 3, 6, 7, 9. Whole cohort grade 12.
Subjects
Language and maths. Also social sciences, natural sciences for grades 6 and 12.
Frequency
Annual
Contextual information
As well as a survey of factors of the socioeconomic, institutional and family context related to the learning processes.
PISA
2006
Website
http://www.me.gov.ar/diniece/

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SourceRojas & Esquivel (1998)
Kellaghan & Greaney (2001)
Beneviste (2002)
Gvirtz (2002)

**ARMENIA**

International scheme MLA I & II ongoing (at 2003) [for MLA see Afghanistan]

TIMSS 2007

Source Chinapah (2003)

**AUSTRALIA**

National scheme name Part of National Literacy and Numeracy Plan

Established 1997 and sample assessments from 2003

Primary group
- Year 3 (ages 8-9)
- Year 5 (ages 10-11)
- Sample assessment: Year 6

Secondary group
- Year 7 (ages 12-13)
- Sample assessment Year 10

Sectors Public, independent & Roman Catholic

Subjects Literacy and numeracy - assessed against nationally agreed benchmarks


Frequency Annual.

- Sample assessment: 3-year cycle

Future changes Intended that students in Years 9/10 (ages 14-16) will be assessed against nationally agreed benchmarks

PISA 2006

TIMSS 2007

Website www.mceetya.edu.au/anr/index.html


AEA-Europe email
### AUSTRIA

**Established**
Not currently

**Future changes**
Austria has, however, defined a core curriculum in the latest updates to the curricula and is currently in the process of defining educational standards for the end of grade 4 (ages nine to 10 years) and grade 8 (13-14 years) for German and mathematics. In a next step these core standards will be tested at the end of grade 4 and grade 8.

**PISA**
2006

**PIRLS**
2006

**TIMSS**
2007

**Source**
Eurydice contact
Eurydice (2005)

### AZERBAIJAN

**Established**
Progressive introduction since 1999

**Primary group**
Years 3 and 5 & 7

**Subjects**
Mother tongue and maths

**PISA**
2006

**TIMSS**
2007

### BAHRAIN

**International scheme**
MLA I & II ongoing (at 2003) [for MLA see Afghanistan]

**TIMSS**
2007

**Source**
Chinapah (2003)

### BANGLADESH

**National scheme name**
Primary School Performance Monitoring Project

**Established**
Between 1998 and 2002

**Primary group**
Grade 5

**Uses**
Findings used as a baseline for quality in primary schools

**Whole cohort or sample**
Representative sample of districts
No of students Circa 200 schools
Frequency To be repeated every three years
Source Directory of Primary Education (2002)

**BELARUS**
PIRLS 2006

**BELGIUM**
Established Not nationally, but between 1994 and 1996 the French speaking community did.
PISA 2006
PIRLS 2006
Source Eurydice (2005)
Eurydice (2005)

**BELIZE**
National scheme name Belize National Selection Examination
Primary group Entry exam to secondary

**BOLIVIA**
National scheme name Sistema de Medicion y Evaluacion de la Calidad de la Educacion (SIMECAL)
Established 1993
Source Rojas & Esquivel (1998)

**BOSNIA & HERZEGOVINA**
TIMSS 2007

**BOTSWANA**
International scheme Southern African Consortium for Monitoring Education Quality (SACMEQ) & MLA I & II completed (by 2003)
Primary group Grade 6
Uses Establish baseline data, compare with ministry's standards, have inputs been allocated equitably, what level of reading achievement, what inputs have most impact
Whole cohort or sample: Random sample
Subjects: Reading literacy
Contextual information: Student, teacher, headteacher questionnaires
TIMSS: 2007
Website: http://www.sacmeq.org/
Source: Kellaghan & Greaney (2001)

**BRAZIL**

International scheme: MLA [for MLA see Afghanistan]
National scheme name: National System of Evaluation of Basic Education (Sistema Nacional de Avaliacao do Ensino Basico - SAEB)
Established: 1990
Primary group: SAEB: 4th and 8th year of fundamental education
Secondary group: SAEB: 3rd year of secondary
Sectors: SAEB: state, municipal and private
Uses: SAEB: aid to underprivileged schools, human resource training, upgrade equipment, curricular changes, pedagogical innovations, community relations, choice of textbooks
Whole cohort or sample: Representative sample (stratified for selecting municipalities, random for classes in school)
Subjects: Portuguese, maths, science
No of students: 2001: 288,000 students
Frequency: Every two years
Contextual information: Socio-economic, attitudes, parental involvement. Teachers and directors also questionnaires
PISA: 2006
Source: Crespo et al (2000)
National Institute of Educational Studies and Research (2005)

**BULGARIA**

Uses: Evaluate overall level of knowledge and skills, with view to improving education requirements and syllabi.
Whole cohort or sample  Representative samples
PISA  2006
PIRLS  2006
TIMSS  2007
Source  Eurydice (2005)

**BURKINA FASO**
International scheme  PASEC/ MLA I & II completed (by 2003)  
[for MLA see Afghanistan. For PASEC see Central African Republic]
Source  Kellaghan & Greaney (2001)

**BURUNDI**
International scheme  MLA I & II completed (by 2003) [for MLA see Afghanistan]
Established  National assessment but no details available
Source  Chinapah (2003)

**CAMBODIA**
Source  Kellaghan & Greaney (2001)

**CAMEROON**
International scheme  PASEC/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]
Source  Kellaghan & Greaney (2001)

**CANADA**
National scheme name  School Achievement Indicators Program (SAIP)
Established  1993
Secondary group  Ages 13 & 16
Whole cohort or sample  Random sample
Subjects  Maths content, maths problem solving, reading, writing, science
No of students  e.g. 2001: 13yo 11,000, 16yo 8000
Frequency

4 cycles
Yr 1: maths
Yr 2: Reading & writing
Yr 3: Science
Yr 4: national element in PISA

Contextual information

Questionnaire on opportunity to learn subject & attitudes, interests & activities. Teacher and school questionnaires. Both multiple choice and short answer questions in assessment.

Future changes

Replacement with Pan-Canadian Assessment Program (PCAP) 2007
For 13 year olds only, may be in expanded subject areas.

PISA

2006

PIRLS

2006

TIMSS

2007

Website

http://www.cmec.ca/saip/indexe.stm

Source

Canadian Education Statistics Council (2003)
Prince Edward Island, Canada (2005)
Council of Ministers of Education, Canada (2005)

CENTRAL AFRICAN REPUBLIC

International scheme

Programme for the Analysis of Education Systems of the CONFEMEN Countries (PASEC)
Same test all countries (since 1991)

Established

Established 1991

Primary group

Grades 2 to 6

Whole cohort or sample

Whole cohort

Subjects

French & maths

Contextual information

Data from students and teachers on background factors

Website

http://www.confemen.org/rubrique.php3?id_rubrique=3

Source

Kellaghan & Greaney (2001)
**CHILE**

<table>
<thead>
<tr>
<th>National scheme name</th>
<th>System for the Measurement of Educational Quality - Sistema de Medicion de la Calidad de la Educacion (SIMCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established</td>
<td>PER from 1982, then SIMCE from 1988</td>
</tr>
<tr>
<td>Primary group</td>
<td>Grade 4 and 8</td>
</tr>
<tr>
<td>Secondary group</td>
<td>Occasionally grade 10</td>
</tr>
<tr>
<td>Sectors</td>
<td>Public, subsidized, private</td>
</tr>
<tr>
<td>Uses</td>
<td>To regulate and supervise system, evaluate quality of schools, compare schools, explain differences, guide teacher training and resource allocation</td>
</tr>
<tr>
<td>Whole cohort or sample</td>
<td>Whole cohort: language and maths 10% subsample: natural sciences, history and geography</td>
</tr>
<tr>
<td>Subjects</td>
<td>Language and maths; also social sciences, history and geography to a subsample</td>
</tr>
<tr>
<td>Frequency</td>
<td>Alternately grade 4 and 8</td>
</tr>
<tr>
<td>Contextual information</td>
<td>Personal development, attitudes, plus teacher and parent questionnaires</td>
</tr>
<tr>
<td>PISA</td>
<td>2006</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.simce.cl/">http://www.simce.cl/</a></td>
</tr>
<tr>
<td>Source</td>
<td>Rojas &amp; Esquivel (1998)</td>
</tr>
<tr>
<td></td>
<td>Beneviste (2002)</td>
</tr>
<tr>
<td></td>
<td>Himmel (1996)</td>
</tr>
<tr>
<td></td>
<td>Kellaghan (2000)</td>
</tr>
</tbody>
</table>

**CHINA**

<table>
<thead>
<tr>
<th>International scheme</th>
<th>MLA I &amp; II completed (by 2003) [for MLA see Afghanistan]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRLS</td>
<td>2006</td>
</tr>
<tr>
<td>Source</td>
<td>Chinapah (2003)</td>
</tr>
</tbody>
</table>

**COLOMBIA**

| National scheme name  | Sistema Nacional de Evaluacion de la Calidad de la Educacion (SABER)                            |
Established 1991
Primary group Grade 3, 5, 7
Secondary group Grade 9
Sectors Public and private
Uses Enhance policy decision-making process. Examine effect of various factors in school and environment, seek solutions to problems of quality in education to neediest
Whole cohort or sample From 1991 representative sample
Whole cohort from 2002
Subjects Spanish and maths
Frequency Every two years
PISA 2006
TIMSS 2007
Source Rojas (1996)
Wolff (2004)

COMOROS
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

CONGO, REP OF
International scheme PASEC [for PASEC see Central African Republic]
Source Kellaghan & Greaney (2001)

COSTA RICA
National scheme name Programmea de Preubas Nacionales del Ministerio de Educacion publica (PROMECE)
Established 1986, reformed 1993
Source Rojas & Esquivel (1998)
Gvirtz (2002)
Wolff (2004)

CÔTE D'IVOIRE
International scheme PASEC/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]
CROATIA
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Established Not currently (World Bank 2004)
PISA 2006
Source Chinapah (2003)

CYPRUS
Established Not currently
Source Eurydice (2005)

CZECH REPUBLIC
Established Not currently
Future changes Education Act (2005) includes an intention to determine the basic educational attainment for all pupils at the end of different stages of education. And the introduction of compulsory assessment of both primary and lower secondary level education is being considered.
PISA 2006
TIMSS 2007
Source Eurydice contact
Eurydice (2005)

DEM REP CONGO
International scheme MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

DENMARK
Established Not currently
PISA 2006
PIRLS 2006
TIMSS 2007
Website http://www.eva.dk/swwving/app/cm/Browse.jsp?PAGE=1068&PARENT=0
Source: Eurydice (2005)  

DJIBOUTI

International scheme: PASEC [for PASEC see Central African Republic]  
TIMSS: 2007  
Source: Kellaghan & Greaney (2001)

DOMINICA

National scheme name: National assessment  
Also Common Entrance Exam (CEE)  
Primary group: Grade 2  

DOMINICAN REPUBLIC

National scheme name: Pruebas Nacionales  
Primary group: Grade 8  
Rojas & Esquivel (1998)

ECUADOR

International scheme: MLA I & II completed (by 2003) [for MLA see Afghanistan]  
National scheme name: Sistema Nacional de Medicion de Logros Academicos (APRENDLD)  
Established: 1995 (APRENDLO)  
Source: Chinapah (2003)  
Gvirtz (2002)  
Rojas & Esquivel (1998)

EGYPT

International scheme: MLA [for MLA see Afghanistan]  
Established: Due to start post 1996  
Primary group: Grade 3 and 5  
Uses: Rationalize decisions about repetition. Set acceptable standard that all school will meet to ensure all receive adequate education. Affect policy making.
Whole cohort or sample  Whole cohort
Subjects  Arabic and maths
          plus science and social studies for grade 5
TIMSS  2007
Source  Kellaghan & Greaney (2001)
        Carroll (1996)

EL SALVADOR
Source  Rojas & Esquivel (1998)

ENGLAND & WALES
National scheme name  National Curriculum Assessment
Primary group  Ages 7 & 11
Secondary group  Age 14
Sectors  Public
Uses  Test effectiveness of schools delivering national curriculum
Whole cohort or sample  Whole cohort
Statutory or voluntary  Statutory
Subjects  English (Welsh), maths and at age 11 & 14, science
PISA  2006
PIRLS  2006
TIMSS  2007

EQUATORIAL GUINEA
International scheme  MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source  Chinapah (2003)

ERITREA
International scheme  MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Primary group  Grade 1, 4
Subjects  Mother tongue (grade 1)
          English & maths (grade 4)
No of students  In 6 regions
Source  Kellaghan & Greaney (2003)
<table>
<thead>
<tr>
<th>Country</th>
<th>Established</th>
<th>Year of PISA</th>
<th>Source Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ETHIOPIA</strong></td>
<td></td>
<td></td>
<td>MLA I &amp; II ongoing (at 2003) [for MLA see Afghanistan], Chinapah (2003)</td>
</tr>
<tr>
<td><strong>FINLAND</strong></td>
<td>1995</td>
<td></td>
<td>Eurydice contact, Jakku-Sihvonen (2002)</td>
</tr>
</tbody>
</table>

**Finland**
- **Established**: 1995
- **Secondary group**: Year 9 (15-16 years old).
- **Evaluations for other age groups**: less regular.
- **Sectors**
- **Uses**: Gauge whether aims and objectives of the national core curricula have been attained.
- **Whole cohort or sample**: Sample-based evaluations.
  - Approx 8% of age cohort, nationally representative.
  - Tests can also be bought by LEAs to evaluate the whole cohort.
- **Statutory or voluntary**: Participation compulsory for schools and classes selected.
- **Subjects**
  - Regularly: maths and mother tongue.
  - Other subjects evaluated irregularly.
- **Frequency**: Every other year.
- **PISA**: 2006
- **Source**: Eurydice contact, Jakku-Sihvonen (2002)

**France**
- **Established**: 1979
<table>
<thead>
<tr>
<th>Country</th>
<th>International Scheme</th>
<th>Source Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GABON</td>
<td>MLA I &amp; II completed (by 2003) [for MLA see Afghanistan]</td>
<td>Chinapah (2003)</td>
</tr>
<tr>
<td>GAMBIA</td>
<td>MLA I &amp; II completed (by 2003) [for MLA see Afghanistan]</td>
<td>Chinapah (2003)</td>
</tr>
<tr>
<td>GEORGIA</td>
<td>Grade 4 and 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TIMSS 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Bank site</td>
<td></td>
</tr>
<tr>
<td>GERMANY</td>
<td>An initial performance comparison German-English Pupil Performance International (Deutsch-Englisch-Schülerleistungen-International – DESI)</td>
<td></td>
</tr>
<tr>
<td>Established</td>
<td>No full system in place yet.</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>DESI: 2001-05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary group</td>
<td>DESI: grade 9(age 14-15)</td>
<td></td>
</tr>
<tr>
<td>Statutory or voluntary</td>
<td>DESI: statutory</td>
<td></td>
</tr>
<tr>
<td>Subjects</td>
<td>DESI: English &amp; German</td>
<td></td>
</tr>
<tr>
<td>Future changes</td>
<td>16 Länder agreed in 1997 that national standards should be developed across Germany and comparisons of performance should be introduced. This is still in development. Would measure competence in mother tongue, foreign languages, mathematics, technology and natural sciences. Plus interpersonal and social skills.</td>
<td></td>
</tr>
<tr>
<td>PISA</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>PIRLS</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.kmk.org/schul/home1.htm">http://www.kmk.org/schul/home1.htm</a></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Eurydice contact</td>
<td></td>
</tr>
</tbody>
</table>

**GHANA**

International scheme: MLA I & II ongoing (at 2003) [for MLA see Afghanistan]

TIMSS: 2007

Source: Chinapah (2003)

**GREECE**

Established: Not currently

PISA: 2006

Source: Eurydice contact

**GRENADA**

National scheme name: Minimum Competency Test (grade 4)

Also Common Entrance Exam (CEE)

Primary group: Grade 4

GUATEMALA
National scheme name: National Programme for School Achievement Assessment - Programa Nacional de Evaluación del Rendimiento Escolar (PRONERE)
Established: In 1997, 1999 and 2000
Primary group: Grade 3 and 6
Subjects: Maths, reading
Source: Rojas & Esquivel (1998)
Anderson (2001)

GUINEA
International scheme: PASEC/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]
Source: Kellaghan & Greaney (2003)

GUINEA-BISSAU
International scheme: MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source: Chinapah (2003)

GUYANA
National scheme name: Secondary School Entrance Examination
Primary group: Entry exam to secondary

HAITI
International scheme: MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source: Chinapah (2003)

HONDURAS
Source: Rojas & Esquivel (1998)

HONG KONG
PISA: 2006
PIRLS: 2006
TIMSS: 2007
HUNGARY

National scheme name ‘Országos Mérési Rendszer’ - the ‘National Evaluation System’ or ‘Kompetenciamérés’ – ‘Evaluation/Assessment of Competences’

Established 2001
Secondary group 2001: Year 5 & 9 (ages 11 & 15)
2003: Year 6 and 10 (ages 12 &16)
2004: Year 6, 8, 10 (ages 12, 14, 16)

Whole cohort or sample All cohort take the test, but only a random sample is used for reporting purposes.

Statutory or voluntary Statutory
Subjects Hungarian & mathematics
PISA 2006
PIRLS 2006
Source Eurydice contact

ICELAND

Established Not currently
PISA 2006
PIRLS 2006
Source Eurydice contact

INDIA

International scheme MLA [for MLA see Afghanistan]
Source Kellaghan & Greaney (2001)

INDONESIA

PISA 2006
PIRLS 2006
TIMSS 2007

IRAN

PIRLS 2006
IRAQ
International scheme MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

IRELAND
National scheme name Occasional national surveys of reading.(NAER)
Established The 2004 National Assessment of English Reading (NAER) is the sixth of a series dating from 1972.
Primary group NAER 5th Grade
Uses (i) to establish current standards of achievement;
(ii) to monitor standards over time;
(iii) to provide data to assist in policy formulation and resource allocation;
(iv) to establish relationships between achievement and school, home background, and student factors.
Whole cohort or sample NAER Sample
Statutory or voluntary NAER Participation is voluntary. Response rate: 90%+
Subjects English Reading but also Irish and Mathematics
Frequency NAER Every 4 or 5 years
Future changes The Department of Education and Science (DES) has recently announced plans to make standardised testing a requirement for all children at key points during compulsory education. From the 2006/07 school year, children will take tests in Year 1 of compulsory (primary) education (ages 6-7), in Year 6 (ages 11-12) and at one other time

PISA 2006
Website www.erc.ie
Dr Thomas Kellaghan (ERC)

ISRAEL
PISA 2006
ITALY
Established 2004-05
Primary group Statutory: Years 2 & 4 (ages 7-8 & 9-10)
Secondary group Statutory: Year 1 (age 11-12)
Voluntary: Years 1 and 3 (ages 14-15 and 16-17)
Sectors Public only
Whole cohort or sample All cohort
Statutory or voluntary 2 schemes, 1 statutory, 1 voluntary
Subjects Statutory & voluntary: Italian, maths science
PISA 2006
PIRLS 2006
TIMSS 2007
Website http://www.cede.it/
Source Eurydice contact

JAMAICA
National scheme name National Assessment Programme
Established Since 1999
Primary group Grade 1 (diagnostic)
Grade 4 (literacy)
Grade 6 (Grade Six Achievement Test - GSAT)

JAPAN
Established Not currently
PISA 2006
TIMSS 2007
Holloway (2003)

JORDAN
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Whole cohort or sample | Sample based
---|---
PISA | 2006
TIMSS | 2007
Source | Kellaghan & Greaney (2001)

**KAZAKHSTAN**

International scheme | MLA I & II completed (by 2003) [for MLA see Afghanistan]
PISA | 2006
Source | Chinapah (2003)

**KENYA**

International scheme | SACMEQ / MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Primary group | Grade 6
Source | Kellaghan & Greaney (2001)

**KOREA**

National scheme name | National Scholastic Achievement Assessment or National Assessment of Educational Achievement
Established | Started 2000
Uses | Official objectives for the nationwide scholastic achievement tests are:
- to identify - nationally - the scholastic achievement level of elementary school students;
- to improve the various methods of teaching and learning and to guide the direction of education;
- to explain the inter-relation between scholastic development and other influential factors; and
- to collect data for curriculum improvement and effective supervision
Also: monitor the curriculum.
And: monitor school accountability and sometimes teacher/headteacher accountability

Whole cohort or sample | Between half and one per cent of the Year/Grade cohort

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Subjects: Korean, maths, science, social studies every 2 years. English and ICT skills every 3 years.

Frequency: Every 2 or 3 years (2 subjects each year)

PISA: 2006
TIMSS: 2007


KUWAIT
International scheme: MLA I & II completed (by 2003)
PIRLS: 2006
TIMSS: 2007
Source: Chinapah (2003)

KYRGYZSTAN
International scheme: MLA I & II completed (by 2003)
Established: Grade 4 in 2000/01.
Grade 8 in 2002/03.
Primary group: Grade 4 and grade 8.
2005 due grade 4 repeat
Uses: Assist ministry of education and general public in monitoring education quality and learner achievement over time
Whole cohort or sample: Sample based
PISA: 2006

LAOS
Established: Not currently

LATVIA
PISA: 2006
PIRLS: 2006
TIMSS: 2007
LEBANON
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
TIMSS 2007
Source Chinapah (2003)

LESOTHO
International scheme SACMEQ/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Primary group Grade 6
Source Chinapah (2003)

LIBERIA
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

LIECHTENSTEIN
PISA 2006

LITHUANIA
PISA 2006
PIRLS 2006
TIMSS 2007

LUXEMBOURG
Primary group Grades 2, 4, 6
Uses Help teachers and to monitor the system
Whole cohort or sample Whole cohort for grade 6
Samples for grades 2 and 4
Statutory or voluntary Statutory for grade 6
Voluntary for grades 2 and 4
Subjects French, German and maths
PISA 2006
PIRLS 2006
Source PIRLS contact email
MACAO
PISA 2006

MACEDONIA, FYRO
PIRLS 2006

MADAGASCAR
International scheme  PASEC/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]
Established  National assessment following MLA but no details available
Source  Kellaghan & Greaney (2001)
        Kellaghan & Greaney (2003)

MALAWI
International scheme  SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Source  Kellaghan & Greaney (2001)
        Milner et al (2001)

MALAYSIA
TIMSS 2007

MALDIVES
International scheme  World Bank/ MLA I & II completed (by 2003) [for MLA see Afghanistan]
Established  In 2000
Primary group  Grade 4 and 7
Whole cohort or sample  Sample based
Subjects  Maths

MALI
International scheme  PASEC/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]
Established  National assessment following MLA but no details available
Source  Kellaghan & Greaney (2001)
        Kellaghan & Greaney (2003)
MALTA

Primary group
Annual: Years 4 to 6 (ages 9 to 11)
High stakes: Year 6 (age 11)

Secondary group
Annual: Form 1 to 5 (ages 11 to 16)

Uses
For schools to monitor students' attainment and compare performance with national statistics.

Whole cohort or sample
Annual tests: whole cohort

Statutory or voluntary
Annual: Statutory
High stakes: voluntary

Subjects
Annual primary: maths, English, Maltese, religion, social studies.
Annual secondary: all subjects.
High stakes Year 6: maths, English, Maltese

TIMSS
2007

Website
http://www.curriculum.gov.mt/eau/

Source
Eurydice contact

MAURITIUS*

Established
In 1994

Primary group
Standard 6 (mainly 9 year olds)

Whole cohort or sample
Representative sample

Subjects
Literacy (English & French), numeracy, life skills

Contextual information
Personal, home and school characteristics

Source
Greaney & Kellaghan (1996)

MAURITIUS*

International scheme
SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]

Established
National assessment following MLA

* For Mauritius, different informants provided slightly different information which could not be resolved. Both pieces of information are included.
Primary group Grade 6
Uses To establish a set of measurable indicators and an approach for monitoring the quality of basic educational programmes
Subjects MLA I: Literacy – English and French
Numeracy – Mathematics
Life Skill
MLA II: Mathematics with Life Skills
Sciences with Life Skills
Source Kellaghan & Greaney (2001)
Kellaghan & Greaney (2003)
Dr (Mrs) Vandana Hunma
Mauritius Examinations Syndicate

MEXICO
Established 1992 at federal levels
PISA 2006
TIMSS 2007
Source Rojas & Esquivel (1998)

MOLDOVA
PIRLS 2006

MONGOLIA
International scheme MLA I & II completed (by 2003)
TIMSS 2007
Source Chinapah (2003)

MOROCCO
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Established National assessment following MLA but no details available
PIRLS 2006
TIMSS 2007
Source Chinapah (2003)
### MOZAMBIQUE

**International scheme** SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]

**Primary group** Grade 6

**Source** Kellaghan & Greaney (2001)

### NAMIBIA

**International scheme** SACMEQ/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]

**National scheme name** National Learner Baseline Assessment (NLBA)

**Established** NLBA in 1992

**Primary group** Grade 6

- NLBA: grade 4 & 7

**Uses** NLBA: inform policy makers on achievement levels and enable them to decide on resource targeting, sensitize managers to needs of teachers, enable schools and regions to compare themselves and provide baseline data for monitoring

**Whole cohort or sample** NLBA: Random sample

**Subjects** NLBA: English and maths

**Source**
- Kellaghan & Greaney (2001)
- Kellaghan & Greaney (2003)
- Greaney & Kellaghan (1996)
- Voigts (1998)

### NEPAL

**International scheme** MLA I & II completed (by 2003) [for MLA see Afghanistan]

**Established** in 1999, in 2003

**Primary group** grade 3 & 5

**Subjects** maths, Nepali, social studies

**Source** World Bank (2004)

### NETHERLANDS

**National scheme name** Dutch National Assessment Program (DNAP, PPON being its Dutch acronym)

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<table>
<thead>
<tr>
<th>Established</th>
<th>Two contacts stated there was no current system. CITO stated there was irregular primary monitoring since 1986.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary group</td>
<td>End of primary education (11-12 year old children) (CITO)</td>
</tr>
<tr>
<td>Uses</td>
<td>The main purpose of these assessments is in providing empirical data on the results of primary education which can be used in the national debate on the quality of the national educational system. (CITO)</td>
</tr>
<tr>
<td>Statutory or voluntary</td>
<td>The assessments are voluntary. For each assessment a random sample of schools is asked to participate and generally about 30% to 50% of the sample gives a positive response. (CITO)</td>
</tr>
<tr>
<td>Subjects</td>
<td>Math, Dutch language, social sciences (history, geography), science, English language. But also subjects as arts and physical education have been evaluated in the past. (CITO)</td>
</tr>
<tr>
<td>PISA</td>
<td>2006</td>
</tr>
<tr>
<td>PIRLS</td>
<td>2006</td>
</tr>
<tr>
<td>TIMSS</td>
<td>2007</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.citogroep.nl/po/ppon/informeert/">www.citogroep.nl/po/ppon/informeert/</a></td>
</tr>
<tr>
<td>Source</td>
<td>O'Donnell et al (2005) (None) Eurydice contact (None) CITO (Primary survey)</td>
</tr>
</tbody>
</table>

**NEW ZEALAND**

<table>
<thead>
<tr>
<th>National scheme name</th>
<th>National Education Monitoring Project (NEMP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established</td>
<td>1995</td>
</tr>
<tr>
<td>Primary group</td>
<td>Year 4 (ages 8-9)</td>
</tr>
<tr>
<td>Secondary group</td>
<td>Year 8 (ages 12-13)</td>
</tr>
<tr>
<td>Uses</td>
<td>Celebrate success, inform curriculum changes &amp; teacher development. To monitor educational achievement and attitudes of primary and intermediate children.</td>
</tr>
<tr>
<td>Whole cohort or sample</td>
<td>Sample</td>
</tr>
<tr>
<td>Statutory or voluntary</td>
<td>Voluntary - schools invited to take part. Usually very high acceptance of invitation (2003 = 97.6%)</td>
</tr>
<tr>
<td>Subjects</td>
<td>Quarter of national curriculum each year:</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1st year</td>
<td>sci, art &amp; graphs, tables, maps</td>
</tr>
<tr>
<td>2nd year</td>
<td>reading, speaking, music, technology</td>
</tr>
<tr>
<td>3rd year</td>
<td>maths, social studies, information skills</td>
</tr>
<tr>
<td>4th year</td>
<td>writing, listening, viewing, health &amp; PE</td>
</tr>
<tr>
<td>Plus cross-curricular skills.</td>
<td></td>
</tr>
<tr>
<td>1 third tasks constant from 1 cycle to next</td>
<td></td>
</tr>
<tr>
<td>60 Year 8 pupils 2 tasks in Maori</td>
<td></td>
</tr>
</tbody>
</table>

| No of students | 500 per assessment task (total of 3000) |
| Frequency      | 4 year cycle                           |
| Contextual information | 3 tasks, 1 hour on each (1-to-1 interview; team of 4; stations 4 work indep around stations; indep 4 work indep on p&p tests, doing art or PE) |

| PISA | 2006 |
| PIRLS | 2006 |
| TIMSS | 2007 |
| Website | http://nemp.otago.ac.nz/ |
| Source | Crooks (2002) |

**NICARAGUA**

| Subjects | Spanish & maths |
| Future changes | Proposed World Bank project includes national assessment of Spanish & Maths |

**NIGER**

| International scheme | PASEC/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For PASEC see Central African Republic] |
**NIGERIA**

International scheme  MLA I & II completed (by 2003) [for MLA see Afghanistan]

Source  Chinapah (2003)

**NORTHERN IRELAND**

National scheme name  Northern Ireland Assessment

Secondary group  age 14

Sectors  public

Whole cohort or sample  Whole cohort

Statutory or voluntary  Statutory

Subjects  English, maths, science

PISA  2006

**NORWAY**

Primary group  Years 4, 7, 10 (ages 9-10, 12-13, 15-16)

Secondary group  Year 1 (age 16-17)

Uses  A starting point for dialogue and quality development and make it easier to monitor the development of pupils and schools over time.

Subjects  Mother tongue, English, maths

PISA  2006

PIRLS  2006

TIMSS  2007

Website  http://www.skoleporten.no/static/InEnglish.htm

Source  Eurydice contact

**NORWAY**

Established  Intro from 2004

full scale 2006

Primary group  Grade 4 & 7

* For Norway, different informants provided slightly different information which could not be resolved. Both pieces of information are included.
Secondary group: Grade 10 & 11
Uses: Provide information to national and local authorities, to teachers and public
Whole cohort or sample: Whole cohort
Statutory or voluntary: Statutory
Subjects: Reading, writing, maths, English as a foreign language
Source: PIRLS contact email

Ministry of Education and Research (2005)

OMAN
International scheme: MLA I & II completed (by 2003) [for MLA see Afghanistan]
TIMSS: 2007
Source: Chinapah (2003)

PAKISTAN
International scheme: MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Established: Nothing yet established
Source: Chinapah (2003)
Andrabi et al (2002)

PALESTINE
International scheme: MLA I & II completed (by 2003) [for MLA see Afghanistan]
TIMSS: 2007
Source: Chinapah (2003)

PANAMA
Source: Rojas & Esquivel (1998)

PARAGUAY
National scheme name: Sistema Nacional de Evaluacion del Proceso Educativo (SNEPE)
Established: 1992
Source: Rojas & Esquivel (1998)
Gvirtz (2002)
PERU

National scheme name: Pruebas CRECER (Crecer con Calidad y Equidad en el Rendimiento), Unidad de Medicion de Calidad Educativa (UMC)


Primary group:
- Grade 2 and 6
- Grade 6 (citizenship)

Secondary group:
- Grade 3 and 5
- Grade 5 (citizenship)

Whole cohort or sample: Sample based

Subjects: 2004 was to be maths and communication, plus citizenship for 2 grades.

Source: Rojas & Esquivel (1998)
World Bank (2003)

PHILIPPINES

National scheme name:
- National Elementary Achievement Test
- National Secondary Achievement Test

Primary group: Grade 6

Secondary group: End of secondary level

Sectors: Public and private

Whole cohort or sample: Whole cohort

STATUTORY OR VOLUNTARY:
- Statutory

Subjects:
- Primary: English, Filipino, Science, Geography/History/Civics, maths
- Secondary: English, Filipino, Science, maths, social studies.

Website: http://www.deped.gov.ph/about_deped/organizationlinks.asp?id=16

Source: Department of Education of the Philippines (2005)
World Data on Education (2005)
<table>
<thead>
<tr>
<th>Country</th>
<th>International scheme</th>
<th>National scheme name</th>
<th>Established</th>
<th>Primary group</th>
<th>Uses</th>
<th>Whole cohort or sample</th>
<th>Statutory or voluntary</th>
<th>Subjects</th>
<th>No of students</th>
<th>Contextual information</th>
<th>PISA</th>
<th>PIRLS</th>
<th>TIMSS</th>
<th>Website</th>
<th>Source</th>
</tr>
</thead>
</table>
**RUSSIAN FEDERATION**
- PISA 2006
- PIRLS 2006
- TIMSS 2007

**RWANDA**
- International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
- Source Chinapah (2003)

**SAO TOME & PRINCIPE**
- International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
- Source Chinapah (2003)

**SAUDI ARABIA**
- TIMSS 2007

**SCOTLAND**
- Statutory or voluntary Voluntary
- PISA 2006
- PIRLS 2006
- TIMSS 2007

**SENEGAL**
- International scheme PASEC/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]
- Established National assessment but no details available
- Source Kellaghan & Greaney (2001)
  
**SERBIA & MONTENEGRO**
- Subjects Montenegro: mother tongue and maths
- Future changes Montenegro: World Bank funding project including building capacity of new Examination Centre to develop and carry out grade 6 assessment in maths & mother tongue
- PISA 2006
- TIMSS 2007
SEYCHELLES
International scheme  SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Primary group  Grade 6
Source  Kellaghan & Greaney (2001)

SIERRA LEONE
International scheme  MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source  Chinapah (2003)

SINGAPORE
National scheme name  Primary School Leaving Examination (PSLE)
Primary group  End of primary school, age 12
Uses  National examination which assesses a student's achievements at the end of the six years of primary school education and determines access to differentiated courses of secondary sector education
Students' performance in the PSLE is also one of the factors used to measure the performance of the school
Whole cohort or sample  Voluntary participation
Statutory or voluntary  Voluntary
Subjects  English, mother tongue, maths, science
No of students  Near universal
PIRLS  2006
TIMSS  2007

SLOVAKIA
International scheme  MLA I & II completed (by 2003) [for MLA see Afghanistan]
National scheme name  National monitoring
Established  1999
Primary group  Grade 4
Secondary group  Grade 9

Source  World Bank site (2005)
Uses
Assessment to monitor standards

Whole cohort or sample
Grade 4 – sample of 4500 pupils, Grade 9 – whole cohort

Statutory or voluntary
Grade 9 - statutory, Grade 4 – voluntary

Subjects
Math, Slovak language

Frequency
Grade 4 -10 years old students, each three years, grade 9 – 15 years old students - every year

PISA
2006

PIRLS
2006

TIMSS
2007

Website
www.statpedu.sk

Source
Kellaghan & Greaney (2001)
Kellaghan & Greaney (2003)

Alena Tomengova - The National Institute for Education (ŠPÚ)

SLOVENIA

Established
1991

Primary group
End of elementary school

Statutory or voluntary
Voluntary

Subjects
Slovene and maths

Future changes
With the introduction of the 9-year osnovna šola (elementary school), a new concept of zaključno preverjanje znanja (external examination) at the end of elementary school is being prepared.

PISA
2006

PIRLS
2006

TIMSS
2007

Source
Ministry of Education and Sport (2005)

SOMALIA

International scheme
MLA I & II ongoing (at 2003)

Source
Chinapah (2003)
SOUTH AFRICA
International scheme  SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Primary group  Grade 6
PIRLS  2006
TIMSS  2007
Source  Chinapah (2003)

SPAIN
Established  Not currently
Future changes  2002 Organic Act on the Quality of Education proposes introduction of form of general diagnostic assessment across the 17 regions of Spain to evaluate the acquisition of primary basic skills.
PIISA  2006
PIRLS  2006
TIMSS  2007
Website  http://www.ince.mec.es/index_e.htm
Source  Eurydice contact O'Donnell et al (2005)

SRI LANKA
International scheme  MLA I & II completed (by 2003) [for MLA see Afghanistan]
Source  Chinapah (2003)

ST KITTS & NEVIS
National scheme name  Test of Standards
Primary group  Grades 3, 4, 5, 6

ST LUCIA
National scheme name  Minimum Standards Examination Also Common Entrance Exam (CEE)
Primary group  Grades 2 & 4
ST VINCENT & GRENADINES
National scheme name Common Entrance Exam (CEE)
Primary group Entry exam to secondary
Secondary group Year 9 (age 15-16)

SUDAN
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

SWAZILAND
International scheme SACMEQ/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Primary group Grade 6
Source Chinapah (2003)

SWEDEN
National scheme name Swedish National Assessment
Established No
Primary group Pre-school to Year 5 (ages 6-12)
Secondary group Year 5 (ages 11-12)
Years 6-9 (ages 12-16)
Uses Although the tests made available by government for use by teachers in their assessment of individual students aim, essentially, to support teachers in this assessment process, there is an increasing focus on such tests being used with a view to monitoring the system/to reflect the quality of the education system.
Statutory or voluntary Voluntary except for Year 9
Subjects Swedish and maths for all.
Also English for Years 5-9.
PISA 2006
PIRLS 2006
TIMSS 2007
SWITZERLAND
Established Not currently
PISA 2006

SYRIA
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
TIMSS 2007
Source Chinapah (2003)

TAIWAN
PISA 2006
PIRLS 2006
TIMSS 2007

TAJIKISTAN
International scheme MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

TANZANIA
International scheme SACMEQ/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Primary group Grade 6
Source Chinapah (2003)

THAILAND
National scheme name National Assessment Programme
Established 1983 (up to 1991 at least)
Secondary group 12th graders
Occasionally grade 6 & 9
Uses Assess quality of school leavers against what was specified in the curriculum. Results sent to all schools to compare performance and improve accordingly. For educational planning at all levels. Also make teachers aware that education not solely focus on cognitive learning outcomes.

Whole cohort or sample Whole cohort.

Sample if grade 6 or 9

Subjects Thai, social studies, PE, sciences, maths.

Occasionally values and problem solving

Frequency Annually for grade 12

PISA 2006

TIMSS 2007

Source Pravalpruk (1996)

TIMOR-LESTE

National scheme name Primary School Assessment Survey (PSAS)

Established In 2003

Primary group Grades 3 and 4

Whole cohort or sample Sample

Subjects Maths

No of students 3478 students in 95 schools

Contextual information Interviews of teachers and students to collect background information

Source World Bank (2004b)

TOGO

International scheme PASEC/ MLA I & II ongoing (at 2003) [for MLA see Afghanistan. For PASEC see Central African Republic]

Source Kellaghan & Greaney (2003)

TRINIDAD & TOBAGO

National scheme name Secondary Entrance Assessment

Primary group Entry exam to secondary

PISA 2006
TUNISIA

International scheme: MLA I & II completed (by 2003) [for MLA see Afghanistan]
PISA: 2006
TIMSS: 2007

Source: Chinapah (2003)

TURKEY

TIMSS: 2007

Source: Chinapah (2003)

TURKMENISTAN

International scheme: MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
Source: Chinapah (2003)

UGANDA

International scheme: SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan. For SACMEQ see Botswana]
Established: National assessment but no details available
Primary group: Grade 6
Source: Kellaghan & Greaney (2001)
Kellaghan & Greaney (2003)

UKRAINE

TIMSS: 2007

UNITED ARAB EMIRATES

TIMSS: 2007

URUGUAY

National scheme name: UMRE - Unidad de Medicion de Resultados Educativos
MESyFOD - Programa de Modernizacion de la Educacion Secundaria y Formacion Docente
Established: 1996
Primary group: grade 3 and grade 6 (UMRE)
Secondary group: grade 9 (MESyFOD)
Sectors: public and private
### USA

**International scheme**

<table>
<thead>
<tr>
<th>National scheme name</th>
<th>National Assessment of Educational Progress (NAEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established</td>
<td>1969</td>
</tr>
<tr>
<td>Primary group</td>
<td>Grades 4, 8</td>
</tr>
<tr>
<td>Secondary group</td>
<td>Grade 12</td>
</tr>
<tr>
<td>Uses</td>
<td>To measure what students in different grades know and can do in a variety of subject areas</td>
</tr>
<tr>
<td>Whole cohort or sample</td>
<td>Random representative sample</td>
</tr>
<tr>
<td>Statutory or voluntary</td>
<td>The assessment is statutory for the reading and math in grades 4 and 8 under the No Child Left Behind legislation, but voluntary for the other subjects</td>
</tr>
<tr>
<td>Subjects</td>
<td>Subjects vary by year: reading, mathematics, science, writing, U.S. and world history, geography, economics, civics, arts, and a scattering of other subjects</td>
</tr>
<tr>
<td>Frequency</td>
<td>Every second year</td>
</tr>
<tr>
<td>Contextual information</td>
<td>Family background, teaching practices</td>
</tr>
<tr>
<td>PISA</td>
<td>2006</td>
</tr>
<tr>
<td>PIRLS</td>
<td>2006</td>
</tr>
<tr>
<td>TIMSS</td>
<td>2007</td>
</tr>
<tr>
<td>Source</td>
<td>National Center for Educational Statistics (2005)</td>
</tr>
</tbody>
</table>
UZBEKISTAN
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

VENEZUELA
Source Rojas & Esquivel (1998)

VIET NAM
Source Kellaghan & Greaney (2001)

YEMEN
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
TIMSS 2007
Source Chinapah (2003)

YUGOSLAVIA (1992)
International scheme MLA I & II completed (by 2003) [for MLA see Afghanistan]
Source Chinapah (2003)

ZAMBIA
International scheme SACMEQ/ MLA I & II completed (by 2003) [for MLA see Afghanistan]
Established National assessment but no details available
Primary group Grade 6
Source Kellaghan & Greaney (2001)
Kellaghan & Greaney (2003)

ZIMBABWE
International scheme SACMEQ [for SACMEQ see Botswana]
Primary group Grade 6
Sectors
PIRLS 2006
Source Kellaghan & Greaney (2001)
Appendix 2

DATABASE SEARCHES

A range of different educational databases were searched. Search strategies for all databases were developed by using terms from the relevant thesauri (where these were available), in combination with free text searching. The same search strategies were adhered to as far as possible for all the databases. The NFER Library's own internal databases were also searched, as well as CERUK (Current Educational Research in the United Kingdom).

The database searches were supplemented by scanning the reference lists of relevant articles, thus identifying further studies. The team also searched relevant websites and downloaded documents and publications lists.

The keywords used in the database searches, together with a brief description of each of the databases searched, are outlined below. All searches date from 1995 onward.

AUSTRALIAN EDUCATION INDEX (AEI)

AEI is produced by the Australian Council for Educational Research. It is an index to materials at all levels of education and related fields. Source documents include journal articles, monographs, research reports, theses, conference papers, legislation, parliamentary debates and newspaper articles.

#1 National Testing (ft)

#2 National Assessment (ft)

#3 National Monitoring (ft)

#4 #1 or #2 or #3

#5 National Competency Tests

#6 Testing Programs

#7 Large Scale Assessment? (ft)
Comparative Testing

Comparative Analysis

(#8 or #9) and National

Educational Assessment

International Programs

International Studies

International Surveys

(#12 or #13 or #14) and #11

Educational Standards (ft) and National

Achievement Tests and National

(ft) Denotes free-text searching

? Denotes truncation of search terms to account for plurals (e.g. head, heads).

BRITISH EDUCATION INDEX (BEI)

BEI provides bibliographic references to 350 British and selected European English-language periodicals in the field of education and training, plus developing coverage of national report and conference literature.

#1 National Testing (ft)

#2 National Assessment (ft)

#3 National Monitoring (ft)

#4 #1 or #2 or #3

#5 National Competency Tests

#6 Testing Programmes

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#7 Large Scale Assessment? (ft)

#8 Comparative Testing

#9 Comparative Analysis

#10 Educational Assessment

#11 International Program?

#12 International Studies

#13 International Surveys

#14 #11 or #12 or #13

#15 Educational Standards (ft)

#16 Achievement Test? (ft)

(ft) Denotes free-text searching

? Denotes truncation of search terms to account for plurals (e.g. head, heads).

BRITISH EDUCATION INTERNET RESOURCE CATALOGUE

The Catalogue provides descriptions and hyperlinks for evaluated internet resources within an indexed database. The collection aims to list and describe significant information resources and services specifically relevant to the study, practice and administration of education at a professional level.

#1 National Program?

#2 Large Scale Assessment?

#3 Comparative Testing

#4 Testing Program?

#5 Educational Assessment

#6 International Studies
CANADIAN BUSINESS AND CURRENT AFFAIRS (CBCA)

CBCA provides indexing and fulltext access to the principal educational literature publications in Canada, covering all significant reports of government departments, faculties of education, teachers' associations, large school boards and educational organisations. Over 150 educational periodicals, plus educational articles in over 700 general journals and newspapers are indexed.

#1 National Testing

#2 National Assessment

#3 National Monitoring

#4 Testing Programs

#5 National Competency Tests

#6 Large Scale Assessment

#7 Comparative Testing

#8 International Programs

#9 International Studies

#10 International Surveys

#11 (Educational Standards ) and National

#12 (Achievement Tests) and National

CURRENT EDUCATIONAL RESEARCH IN THE UK (CERUK)

CERUK is a database of current or on-going research in education and related disciplines. It covers a wide range of studies including commissioned research and PhD theses, across all phases of education from early years to adults.

#1 National Assessment Programmes
ERIC

ERIC is sponsored by the United States Department of Education and is the largest education database in the world. It indexes over 725 periodicals and currently contains more than 7,000,000 records. Coverage includes research documents, journal articles, technical reports, program descriptions and evaluations and curricula material.

#1 National Testing (ft)
#2 National Monitoring (ft)
#3 #1 or #2
#4 National Competency Tests
#5 (Testing Programs) and National
#6 Large Scale Assessment? (ft)
#7 Comparative Testing
#8 (Educational Assessment) and National
#9 International Programs
#10 International Studies
#11 #9 or #10
#12 #11 and (Educational Assessment)
#13 Educational Standards (ft) and National
#14 Achievement Tests
#15 Achievement Standards (ft)
The ERIC database was also searched under the following countries which have assessment systems, or have participated in programmes from which assessment systems were produced.

Afghanistan  China  Gambia

Angola  Colombia  Germany

Argentina  Comoros  Guatemala

Armenia  Congo, Rep of  Haiti

Australia  Costa Rica  Honduras

Bolivia  Cote d’Ivoire  India

Botswana  Croatia  Hong Kong

Brazil  Djibouti  Ireland

Burkina Faso  Dominican Republic  Japan

Cambodia  Ecuador  Jordan

Cameroon  Egypt  Kazakhstan

Canada  El Salvador  Kenya

Central African Republic  England & Wales  Kuwait

Chile  France  Kyrgyzstan

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<th>Lebanon</th>
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<tr>
<td>Niger</td>
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</tbody>
</table>

In each case the country name was combined with (Educational Assessment or National Monitoring or National Testing or Educational Testing).
**PSYCINFO**

This is an international database containing citations and summaries of journal articles, book chapters, book and technical reports, as well as citations to dissertations in the field of psychology and psychological aspects of related disciplines, such as medicine, sociology and education.

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<td>National Monitoring (ft)</td>
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<td>National Competency Tests (ft)</td>
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<td>Testing Program* (ft)</td>
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<td>#6 and #7</td>
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<td>Large Scale Assessment* (ft)</td>
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#19  #16 or #17 or #18

#20  #15 and #19

#21  #20 and #7

(ft) Denotes free-text searching

* Denotes truncation of search of terms to account for plurals (e.g. principal, principals)

SIGLE

SIGLE is a bibliographic database covering European non-conventional (grey) literature in the fields of humanities, social sciences, pure and applied natural sciences and technology, and economics.

#1 National Testing

#2 National Assessment

#3 National Monitoring

#4 Large Scale Assessment

#5 Educational Assessment

#6 International Programs

#7 International Studies

#8 #6 or #7

#9 #8 and (Testing or Assessment)