



**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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**March 2005**

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Report commissioned by the Qualifications and Curriculum Authority 2005  
Report published 2007

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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](http://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**

<http://www1.worldbank.org/education/exams/database/index.asp>

International



**European Network for Educational Research on Assessment, Effectiveness and Innovation**

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

EU/Europe

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

<http://cisad.adc.education.fr/revs/english/index.htm>

Europe

**Educational Assessments Association of the Americas**

<http://www.eaaa.info>

International

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

<http://www.cidree.org>

International

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.

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## 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**

International scheme	Monitoring Learning Achievement (MLA) MLA I & II completed (by 2003) Common tests in all countries
Established	1993 and 1999 for MLA I and II (Primary) 2002 for MLA II (Secondary)
Primary group	MLA I grade 4
Secondary group	MLA II grade 8
Subjects	MLA I: literacy, numeracy & life skills (related to health, nutrition, sanitation, hygiene) MLA II: maths & science

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/>



Source Rojas & Esquivel (1998)  
 Kellaghan & Greaney (2001)  
 Beneviste (2002)  
 Gvirtz (2002)  
 UNESCO International Bureau of Education (2004)

### **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  
 Sample assessment: science (2003), civics and citizen education (2004), ICT (2005)  
 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](http://www.mceetya.edu.au/anr/index.html)  
[http://cms.curriculum.edu.au/anr2002/ch4\\_measures.htm](http://cms.curriculum.edu.au/anr2002/ch4_measures.htm)  
 Source O'Donnell et al (2005)  
 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 Austrian Federal Ministry of Education, Science and Culture (2004) 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

Source di Gropello (2003)

### **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	<a href="http://www.sacmeq.org/">http://www.sacmeq.org/</a>
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. Tea Teachers and directors also questionnaires
PISA	2006
Website	<a href="http://www.inep.gov.br/basica/saeb/ingles.htm">www.inep.gov.br/basica/saeb/ingles.htm</a> <a href="http://www.inep.gov.br/basica/saeb/default.asp">http://www.inep.gov.br/basica/saeb/default.asp</a>
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.
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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)
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### **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	<a href="http://www.cmec.ca/saip/indexe.stm">http://www.cmec.ca/saip/indexe.stm</a>
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	<a href="http://www.confemen.org/rubrique.php3?id_rubrique=3">http://www.confemen.org/rubrique.php3?id_rubrique=3</a>
Source	Kellaghan & Greaney (2001)

## **CHILE**

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

## **CHINA**

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

## **COLOMBIA**

National scheme name	Sistema Nacional de Evaluacion de la Calidad de la Educacion (SABER)
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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]
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Source Kellaghan & Greaney (2001)

### **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/swwwing/app/cm/Browse.jsp?PAGE=1068  
&PARENT=0](http://www.eva.dk/swwwing/app/cm/Browse.jsp?PAGE=1068&PARENT=0)

Source Eurydice (2005)  
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  
Source di Gropello (2003)

### **DOMINICAN REPUBLIC**

National scheme name Pruebas Nacionales  
Primary group Grade 8  
Source di Gropello (2003)  
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  
(APRENDO)  
Established 1995 (APRENDO)  
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)
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### **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)

## **ESTONIA**

Established	1997
PISA	2006
Source	Eurydice (2005) Eurydice (2005)

## **ETHIOPIA**

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

## **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
Website	<a href="http://www.edu.fi/julkaisut/evaluation.pdf">http://www.edu.fi/julkaisut/evaluation.pdf</a>
Source	Eurydice contact Jakku-Sihvonen (2002)

## **FRANCE**

Established	1979
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Primary group	Summative: ages 10 & 11 (end primary) Diagnostic: age 7/8 and 10/11 Additionally periodic assessments of sample of students between 5 and 17 years.
Secondary group	Summative: ages 14 & 16
Whole cohort or sample	Summative: All cohort Diagnostic: all cohort Periodic assessments random (sometimes representative) sample of between 3,000 and 30,000 students.
Statutory or voluntary	Summative: Statutory Diagnostic: all cohort
Subjects	Summative: all subjects (exc artistic) Diagnostic: French & maths
PISA	2006
PIRLS	2006
Website	<a href="http://www.educ-eval.education.fr/">http://www.educ-eval.education.fr/</a>
Source	Eurydice contact

### **GABON**

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

### **GAMBIA**

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

### **GEORGIA**

Primary group	Grade 4 and 9
TIMSS	2007
Source	World Bank site

### **GERMANY**

National scheme name	An initial performance comparison German-English Pupil Performance International (Deutsch-Englisch-Schülerleistungen-International – DESI)
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Established	No full system in place yet. DESI: 2001-05
Secondary group	DESI: grade 9(age 14-15)
Statutory or voluntary	DESI: statutory
Subjects	DESI: English & German
Future changes	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.
PISA	2006
PIRLS	2006
Website	<a href="http://www.kmk.org/schul/home1.htm">http://www.kmk.org/schul/home1.htm</a>
Source	Eurydice contact
<b>GHANA</b>	
International scheme	MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
TIMSS	2007
Source	Chinapah (2003)
<b>GREECE</b>	
Established	Not currently
PISA	2006
Source	Eurydice contact
<b>GRENADA</b>	
National scheme name	Minimum Competency Test (grade 4) Also Common Entrance Exam (CEE)
Primary group	Grade 4
Source	di Gropello (2003)

## **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) Marques & Bannon (2003)

## **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
Source	di Gropello (2003)

## **HAITI**

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

## **HONDURAS**

Source	Rojas & Esquivel (1998)
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## **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
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## **IRAQ**

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

## **IRELAND**

National scheme name	Occasional national suveys 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	<a href="http://www.erc.ie">www.erc.ie</a>
Source	O'Donnell et al (2005) Department for Education and Science, Ireland (2004) Dr Thomas Kellaghan (ERC)

## **ISRAEL**

PISA	2006
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PIRLS 2006

TIMSS 2007

### **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)

Source di Gropello (2003)

### **JAPAN**

Established Not currently

PISA 2006

TIMSS 2007

Source O'Donnell et al (2005)

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	<p>Official objectives for the nationwide scholastic achievement tests are:</p> <ul style="list-style-type: none"> <li>to identify - nationally - the scholastic achievement level of elementary school students;</li> <li>to improve the various methods of teaching and learning and to guide the direction of education;</li> <li>to explain the inter-relation between scholastic development and other influential factors; and</li> <li>to collect data for curriculum improvement and effective supervision</li> </ul> <p>Also: monitor the curriculum.</p> <p>And: monitor school accountability and sometimes teacher/headteacher accountability</p>

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
Source	O'Donnell et al (2005)

### **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
Source	Kellaghan & Greaney (2001) World Bank (2004a)

### **LAOS**

Established	Not currently
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### **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
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## **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	<a href="http://www.curriculum.gov.mt/eau/">http://www.curriculum.gov.mt/eau/</a>
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

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\* 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
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### **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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Established	Two contacts stated there was no current system. CITO stated there was irregular primary monitoring since 1986.
Primary group	End of primary education (11-12 year old children) (CITO)
Uses	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)
Statutory or voluntary	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)
Subjects	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)
PISA	2006
PIRLS	2006
TIMSS	2007
Website	<a href="http://www.citogroep.nl/po/ppon/informeert/">www.citogroep.nl/po/ppon/informeert/</a>
Source	O'Donnell et al (2005) (None) Eurydice contact (None) CITO (Primary survey)

## **NEW ZEALAND**

National scheme name	National Education Monitoring Project (NEMP)
Established	1995
Primary group	Year 4 (ages 8-9)
Secondary group	Year 8 (ages 12-13)
Uses	Celebrate success, inform curriculum changes & teacher development. To monitor educational achievement and attitudes of primary and intermediate children.
Whole cohort or sample	Sample
Statutory or voluntary	Voluntary - schools invited to take part. Usually very high acceptance of invitation (2003 = 97.6%)

Subjects	Quarter of national curriculum each year: 1st year: sci, art & graphs, tables, maps 2nd year: reading, speaking, music, technology 3rd year: maths, social studies, information skills 4th year: writing, listening, viewing, health & PE Plus cross-curricular skills. 1 third tasks constant from 1 cycle to next 60 Year 8 pupils 2 tasks in Maori
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	<a href="http://nemp.otago.ac.nz/">http://nemp.otago.ac.nz/</a>
Source	Crooks (2002)

### **NICARAGUA**

Subjects	Spanish & maths
Future changes	Proposed World Bank project includes national assessment of Spanish & Maths
PIRLS	2006
Source	Rojas & Esquivel (1998) World Bank (2004)

### **NIGER**

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

## **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	<a href="http://www.skoleporten.no/static/InEnglish.htm">http://www.skoleporten.no/static/InEnglish.htm</a>
Source	Eurydice contact

## **NORWAY\***

Established	Intro from 2004 full scale 2006
Primary group	Grade 4 & 7

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\* 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)
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### **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)
Established	in 1996, 1998, 2001
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	<a href="http://www.deped.gov.ph/about_deped/organizationlinks.asp?id=16">http://www.deped.gov.ph/about_deped/organizationlinks.asp?id=16</a>
Source	Department of Education of the Philippines (2005) World Data on Education (2005)

## **POLAND**

Established	Started 2002
Primary group	End of primary, age 13
Statutory or voluntary	Statutory
PISA	2006
PIRLS	2006
Source	Eurydice contact

## **QATAR**

International scheme	MLA I & II ongoing (at 2003) [for MLA see Afghanistan]
PISA	2006
PIRLS	2006
TIMSS	2007
Source	Chinapah (2003)

## **ROMANIA**

International scheme	
National scheme name	National Assessment of Basic Education
Established	In: 1995, 1998, 2000, 2005
Primary group	grade 4 (age 11)
Uses	Monitoring standards at the end of primary education
Whole cohort or sample	Nationally representative sample-based
Statutory or voluntary	Statutory
Subjects	Mother tongue, maths, natural sciences (Two 50 minute tests)
No of students	2005: 4,000 students
Contextual information	Teachers complete background information questionnaire
PISA	2006
PIRLS	2006
TIMSS	2007
Website	<a href="http://www.edu.ro/cpress50238e.htm">http://www.edu.ro/cpress50238e.htm</a>
Source	AEA-Europe contact Ministry of Education and Research (2005)

## **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
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## **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) Kellaghan & Greaney (2003)

## **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



Source World Bank site (2005)

### **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

Source O'Donnell et al (2005)

### **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

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.
PISA	2006
PIRLS	2006
TIMSS	2007
Website	<a href="http://www.ince.mec.es/index_e.htm">http://www.ince.mec.es/index_e.htm</a>
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
Source	di Gropello (2003)

## **ST LUCIA**

National scheme name	Minimum Standards Examination Also Common Entrance Exam (CEE)
Primary group	Grades 2 & 4
Source	di Gropello (2003)

## **ST VINCENT & GRENADINES**

National scheme name	Common Entrance Exam (CEE)
Primary group	Entry exam to secondary
Secondary group	Year 9 (age 15-16)
Source	di Gropello (2003)

## **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

Website <http://www.skolverket.se/english/about.shtml>  
Source site/ O'Donnell et al (2005)  
The Swedish National Agency for Education (2005)

### **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

Source di Gropello (2003)

### **TUNISIA**

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

PISA 2006

TIMSS 2007

Source Chinapah (2003)

### **TURKEY**

TIMSS 2007

### **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

Whole cohort or sample	All of grade 6 (UMRE) and grade 9 (MESyFOD) Controlled sample of grade 3 (UMRE)
Subjects	Language and maths
Frequency	Every three years
PISA	2006
Source	Rojas & Esquivel (1998) Beneviste (2002) Wolff (2004)

## USA

International scheme	
National scheme name	National Assessment of Educational Progress (NAEP)
Established	1969
Primary group	Grades 4, 8
Secondary group	Grade 12
Uses	To measure what students in different grades know and can do in a variety of subject areas
Whole cohort or sample	Random representative sample
Statutory or voluntary	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
Subjects	Subjects vary by year: reading, mathematics, science, writing, U.S. and world history, geography, economics, civics, arts, and a scattering of other subjects
Frequency	Every second year
Contextual information	Family background, teaching practices
PISA	2006
PIRLS	2006
TIMSS	2007
Website	<a href="http://nces.ed.gov/nationsreportcard/">http://nces.ed.gov/nationsreportcard/</a>
Source	National Center for Educational Statistics (2005)



**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 outline 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)

- #8 Comparative Testing
  - #9 Comparative Analysis
  - #10 (#8 **or** #9) and National
  - #11 Educational Assessment
  - #12 International Programs
  - #13 International Studies
  - #14 International Surveys
  - #15 (#12 **or** #13 **or** #14) and #11
  - #16 Educational Standards (ft) and National
  - #17 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

#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

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

### **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

- #2 Testing
- #3 Assessment
- #4 Monitoring

## **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)

- #16 (#14 **or** #15) and National
- #17 Student Outcome Indicators (ft)
- #18 World Bank **and** (Educational Assessment)
- #19 Unesco **and** (Educational Assessment)
- (ft) Denotes free-text searching

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

Lebanon	Nigeria	South Korea
Lesotho	Northern Ireland	Spain
Macedonia	Norway	Sri Lanka
Madagascar	Oman	Sudan
Malawi	Pakistan	Swaziland
Maldives	Palestine	Sweden
Mali	Panama	Tanzania
Mauritius	Paraguay	Thailand
Mexico	Peru	Tunisia
Moldova	Poland	Uganda
Mongolia	Portugal	Uruguay
Morocco	Romania	USA
Mozambique	Sao Tome & Principe	Uzbekistan
Namibia	Scotland	Venezuela
Nepal	Senegal	Viet Nam
Netherlands	Seychelles	Yugoslavia
New Zealand	Singapore	Zambia
Nicaragua	Slovakia	Zimbabwe
Niger	South Africa	

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.

- #1 National Test\* (ft)
- #2 National Assessment (ft)
- #3 National Monitoring (ft)
- #4 #1 **or** #2 **or** #3
- #5 National Competency Tests (ft)
- #6 Testing Program\* (ft)
- #7 Education\*
- #8 #6 **and** #7
- #9 Large Scale Assessment\* (ft)
- #10 Comparative Testing (ft)
- #11 (Educational Assessment) and National
- #12 International Program\* (ft)
- #13 International Studies (ft)
- #14 International Surveys (ft)
- #15 #12 **or** #13 **or** #14
- #16 Assessment (ft)
- #17 Testing (ft)
- #18 Monitoring (ft)

#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)