EVALUATION AND ASSESSMENT FRAMEWORKS FOR IMPROVING SCHOOL OUTCOMES

COMMON POLICY CHALLENGES

SUMMARY

Performance in schools is increasingly judged on the basis of effective learning outcomes. Information is critical to knowing whether the school system is delivering good performance and to providing feedback for improvement in student outcomes.

The OECD has launched the *Review on Evaluation and Assessment Frameworks for Improving School Outcomes* to provide analysis and policy advice to countries on the following overarching policy question:

> "How can assessment and evaluation policies work together more effectively to improve student outcomes in primary and secondary schools?"

Countries use a range of techniques for the evaluation and assessment of students, teachers, schools and education systems. Many countries test samples and/or all students at key points, and sometimes follow students over time.

International assessments such as PISA provide additional information and useful external comparators. Some countries also use inspection services to evaluate teachers and/or schools and teacher evaluation is becoming more widely used.

In all countries, there is widespread recognition that evaluation and assessment frameworks are key to building stronger and fairer school systems. Countries also emphasise the importance of seeing evaluation and assessment not as ends in themselves, but instead as important tools for achieving improved student outcomes.

Although each country context is unique, some common policy challenges are emerging from the OECD's Review. These can be grouped under five main headings.

Governance and Implementation

The common policy challenges that emerge concerning governance and implementation are: ensuring articulations within the evaluation and assessment framework; developing competencies for evaluation and for using feedback; securing links with classroom practice; and overcoming the challenges of implementation.

Student Assessment

Several common policy challenges arise concerning student assessment: aligning educational standards and student assessment; balancing external assessments and teacher-based assessments in the assessment of learning and integrating student formative assessment in the evaluation and assessment framework.

Teacher Evaluation

Common policy challenges in teacher evaluation are: combining the improvement and accountability functions of teacher evaluation; accounting for student results in evaluation of teachers; and using teacher evaluation results to shape incentives for teachers.

School Evaluation

School evaluation presents common policy challenges concerning: aligning external evaluation of schools with internal school evaluation; providing balanced public reporting on schools and improving data handling skills of school agents.

System Evaluation

Common policy challenges for evaluation of education systems are: meeting information needs at system level; monitoring key outcomes of the education system; and maximising the use of system-level information.

This Issues Note covers each of these challenges in turn and presents information about the Review itself.

For additional information, see the OECD website www.oecd.org/edu/evaluationpolicy or contact Paulo.Santiago@oecd.org.

INTRODUCTION

The OECD's Education Policy Committee launched the *Review on Evaluation and Assessment Frameworks for Improving School Outcomes* in 2009 to provide analysis and policy advice to countries on how different assessment and evaluation tools can be embedded within a consistent framework to bring about real gains in performance across the school system.

The Review includes a thorough analysis of the evidence on evaluation and assessment, in-depth review of evaluation and assessment policies in a range of countries and a synthesis report comparing country experience and drawing out general lessons for policy development.

This Issues Note outlines common policy challenges emerging from the analysis undertaken in the Review and is designed to stimulate discussion about evaluation and assessment policies among and within countries as the review proceeds.

GOVERNANCE AND IMPLEMENTATION

Ensuring articulations within the evaluation and assessment framework

Every country typically has provisions for student assessment, teacher evaluation, school evaluation and system evaluation, but often these are not explicitly integrated and there is no strategy to ensure that the different components of the framework can mutually reinforce each other.

A strategic approach to the development of the evaluation and assessment framework provides an opportunity to reflect on the articulations between the different evaluation components. For example, there might be room for increased integration between teacher evaluation, school evaluation and school development, between the evaluation system and overall educational research, between evaluation and the labour market, and so on.

Policy development needs to involve a reflection on the different components of the framework such as school assessment, teacher appraisal, or standardised national-level student tests to assess students' progress, and ways in which they can be articulated to achieve the purposes of the framework. The key aspect is to determine how the different components need to be interrelated in order to generate complementarities, avoid duplication, and prevent inconsistency of objectives.

Developing competencies for evaluation and for using feedback

The effectiveness of evaluation and assessment relies to a great extent on ensuring that both those who design and undertake evaluation activities as well as those who use their results possess the proper skills and competencies. This is crucial to provide the necessary legitimacy to those responsible for evaluation and assessment.

Since evaluation has strong stakes for the units assessed and since school outcomes heavily depend on individual relationships and cooperation at the school level, successful feedback mechanisms require particular attention to developing competencies and defining responsibilities in the evaluation process.

In addition, competencies for using feedback to improve practice are also vital to ensure that evaluation and assessment procedures are effective. Assessment for improvement requires the inclusion of actors such as teachers in the process of school development and improvement. As a result, for instance, it is pertinent to include training for evaluation in initial teacher education alongside the development of research skills.

Similarly, the preparation to become a school leader is expected to include educational leadership with some emphasis on feedback mechanisms. Particular groups such as inspectorates are also in a good position to engage in modelling and disseminating good practice in areas such as school assessment and teacher appraisal.

Securing links with classroom practice

Evaluation and assessment frameworks have no value if they do not lead to the improvement

of classroom practice and student learning. Securing effective links to classroom practice is a key policy challenge in the design of evaluation and assessment frameworks.

A number of strategies can reinforce the linkages between the evaluation and assessment framework and classroom practice. A strong emphasis on teacher evaluation for the continuous improvement of teaching practices within the school is one key link. Another lever is to involve teachers in school evaluation, in particular through conceiving school self-evaluation as a collective process with responsibilities for teachers.

Another important instrument is ensuring that teachers are seen as the main experts not only in instructing but also in assessing their students, so teachers feel the ownership of student assessment and accept it as an integral part of teaching and learning. Extra approaches include supporting teachers in their daily practice through clear student goals and grading criteria, and building capacity through adequate training on assessment literacy. These strategies mostly build on teacher professionalism.

Evaluation and assessment frameworks will not be able to improve student learning if they are not accompanied by appropriate incentives to motivate change and provide focused support for teachers in classrooms. Indeed, the focus on improving linkages to classroom practice is one of the most critical points for designing an effective evaluation and assessment framework.

Overcoming challenges of implementation

Implementation difficulties may arise as a result of a wide range of factors. There might be little experience with, and tradition of, evaluation or a system may be unprepared to undertake large scale evaluation as a result of the limited professional expertise of those with responsibility to evaluate. Other obstacles may be a sense of unfairness by those being evaluated, excessive bureaucratic demands on schools, lack of resources to implement evaluation policies or inadequate dissemination of evaluation results by the media.

It is therefore important for policy to overcome the challenges of implementation. This includes reconciling the diverging interests of stakeholders, carefully analysing policy alternatives along with their likely impact and discussing them with stakeholders to aim towards consensus. It is important to explore the role of bargaining processes as well as that of incentive structures in facilitating compliance with new policies, as a way to ensure policy implementation in the longer term. Other strategies include pilot projects before wide-scale implementation.

The policy process needs to recognise that: reaching agreements on the design of the evaluation and assessment framework requires time for discussions and consultations with all stakeholders; developing expertise in the system, including training evaluators is expensive and requires time; conducting evaluation processes induces additional workload for school agents; and aligning broader school reforms such as professional development opportunities with evaluation and assessment strategies requires more educational resources.

STUDENT ASSESSMENT

Aligning educational standards and student assessment

In standards-based systems, which are increasingly common across countries, governments set standards for student attainment, clearly defining the knowledge and skills students are expected to have attained at different stages of their education. The curriculum covers the objectives identified in standards, and student assessments focus on attainment of standards. The core logic of standards-based systems rests upon the alignment of these key elements. If the assessments do not well match the curriculum and the standards, then results have little value in judging how well students are learning and in diagnosing school or student needs.

Hence, policy needs to give considerable attention to sound strategies to assess performance against standards. Part of the strategy may consist of developing large-scale standardised tests with a high degree of validity

(*i.e.* the degree to which assessments and evaluations measure what they are intended to measure), reliability (*i.e* the consistency and stability of results across student populations) and usability (*i.e.* how policy makers, school leaders and teachers make sense of and respond to assessment and evaluation results). Another possible strategy is to develop teacher capacity in assessing against standards, provide detailed guidelines on marking assessments and strengthen moderation processes between teachers and schools.

Balancing external assessments and teacher-based assessments in the assessment of learning

An important policy challenge is the design of student summative assessment which seeks to provide a summary statement of student achievement at a particular point in time. Research shows that while summative assessment is primarily conceived to measure the outcomes of learning, the approach to summative assessment can, in turn, have a strong impact on the learning process itself. Different assessment policies and practices influence students' motivation, effort, learning styles and perceptions of self-efficacy as well as teaching practices and teacher-student relationships.

External assessment refers to standardised examinations that are designed and marked outside individual schools and normally take the form of a written test. The major advantage of external assessment is its high reliability. It ensures that all students are assessed on the same tasks and that their results are measured by the same standards. Moreover, external assessment is usually conducted in supervised conditions which ensure that the work being assessed has actually been done by the student.

However, external assessment is often criticised for having lower validity than teacher-based assessment. It tends to be in the form of a written test under supervised conditions, so that only a limited range of curriculum goals can be covered. It can also have detrimental effects on teaching and learning. The risk is that teachers may end up focussing on test-taking skills, especially when high stakes for their students are attached to the test results.

Teacher-based assessment refers to continuous assessment that is designed and/or marked by the students' own teachers. It is conducted internally in the classroom and counts towards a final grade or evaluation of the student. Teacher-based summative assessment may include different types of assessment such as teacher-made tests, classroom-embedded assignments, project work and portfolios.

Typically, teacher-based assessment is presented in the literature as having higher validity than external assessment. Due to its continuous nature, teacher-based assessment often allows for important achievements to be measured that could not be captured in a final examination, such as extended projects, practical assignments or oral work.

However, teacher-based assessments are often perceived as unreliable. Test items and grading standards may vary widely between teachers and schools, so that the results of internal assessment will lack external confidence and cannot be compared across schools. There might also be a high risk of bias in teacher-based assessment, *i.e.* the assessment is unfair to particular groups of students.

This indicates that a combination of teacher-based and external assessments would be most suitable to ensure maximum validity and reliability. Learning outcomes that can be readily assessed in external examination should be covered this way, whereas more complex competencies should be assessed through continuous teacher-based assessment.

Also, strategies to improve the reliability of teacher-based assessment include using scoring guides, negotiated scoring criteria, external benchmarks, training for teachers, multiple judgements and external moderation. Another approach is to develop on-demand assessments, where teachers can draw from a central bank of assessment tasks and ask students to take the assessment when they consider that they are ready.

Integrating student formative assessment in the evaluation and assessment framework

Classroom-based formative assessment – the frequent, interactive assessment of student progress to identify learning needs and shape teaching – has taken on an increasingly important role in education policy. An important policy challenge is to find suitable strategies that can integrate classroom-based formative assessment within the broader assessment and evaluation framework.

Strategies to achieve such integration include a closer interface between formative assessment and summative assessment. For example, countries may strengthen teachers' assessment roles. Because teachers are able to observe students' progress toward the full range of goals set out in standards and curriculum over time and in a variety of contexts, their assessments help to increase validity and reliability of summative assessments.

Countries can also consider developing "complex assessments" combining performance-based assessments with standardised assessments. Performance-based assessments are better able to capture complex student performances, such as reasoning and problem solving skills, while standardised assessments increase reliability of results.

Another priority could be to strengthen the potential of standardised assessments to be used formatively in the classroom. More generally, it should be recognised that within the classroom the distinction between the two forms of assessment is often blurred and depends on each teacher's classroom practice.

An additional strategy is the development of test banks, allowing teachers to choose from centrally developed assessments. These tests may provide more detail and be delivered in a more timely fashion so that teachers may use the results formatively. Closer integration of formative assessment can also be achieved through ensuring that teacher evaluation and school evaluation respectively assess teachers' ability to engage in student formative assessment and schools' approaches to formative assessment.

TEACHER EVALUATION

Combining improvement and accountability functions of teacher evaluation

Teacher evaluation typically has two major purposes. *First*, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development, *i.e.* the improvement function. It involves helping teachers learn about, reflect on, and adjust their practice. *Second*, it is aimed at holding teachers accountable for their performance in enhancing student learning, *i.e.* the accountability function. It typically entails performance-based career advancement and/or salaries, bonus pay, or the possibility of sanctions for underperformance and usually involves evaluating performance at nodal points in a teacher's career.

Combining both the improvement and accountability functions into a single teacher evaluation process raises difficult challenges. When the evaluation is oriented towards the improvement of practice within schools, teachers are typically open and willing to reveal their self-identified weaknesses, in the expectation that conveying that information will lead to more effective decisions on developmental needs and training.

However, when teachers are confronted with potential consequences of evaluation on their career and salary, the inclination to reveal weaker aspects of performance is reduced, *i.e.* the improvement function may be jeopardised. In practice, countries rarely use a pure form of teacher evaluation model but rather a unique combination that integrates multiple purposes and methodologies.

Accounting for student results in the evaluation of teachers

Student standardised test results are not commonly used as sources of evidence for teacher evaluation in countries. Given that a wide range of factors impact on student results, identifying the specific contribution of a given teacher is faced with numerous statistical challenges.

In this respect, the development of "value-added" models represents significant progress as they are designed to control for the individual student's previous results, and therefore have the potential to identify the contribution an individual teacher made to a student's achievement. However, in order to be effective, value-added models require vast amounts of data to be collected through large scale national-level student testing across levels of education and subjects, an option with prohibitive costs.

Test-based accountability systems are supposed to strengthen incentives for teachers to commit themselves to helping all students to meet important centrally defined standards and fulfil goals within the national curriculum. However, "high-stakes" testing may produce unintended effects such as "teaching to the test", narrowing of the curriculum, increasing special education placements of low-performing students or pre-emptively retaining students.

Nonetheless, evidence of progress towards meeting student learning outcomes is fundamental to assessing the effectiveness of teachers. Thus, the technical challenges associated with using student standardised test results should not be used as an argument to exempt teachers from any requirement to provide evidence on their students' progress, for instance, through specific evidence and portfolios, as part of their evaluation.

Using teacher evaluation results to shape incentives for teachers

Evaluation of teacher performance can also be used to determine career advancement, award performance rewards or establish sanctions for underperforming teachers. It constitutes an opportunity to recognise and reward teaching competence and performance, which is essential to retain effective teachers in schools as well as to make teaching an attractive career choice.

However, it needs to be kept in mind that the issues surrounding developing a closer relationship between teacher performance and reward are controversial in all countries while research in this field is difficult and has produced mixed results. There seems to be agreement that the design and implementation of performance-based rewards are crucial to their success. Challenges include developing fair and reliable indicators of performance, the training of evaluators to fairly apply these indicators, and articulating how, and on what criteria teachers are assessed.

SCHOOL EVALUATION

Aligning external evaluation of schools with internal school evaluation

In many countries there has been a move away from school evaluation which emphasises compliance with central policies and procedures towards much greater stress being placed on the need for schools to evaluate themselves as part of wider strategies of school improvement. Partly as a result of this strengthened school autonomy, the role of external evaluation has undergone significant change and achieving a much closer alignment between self-evaluation and external evaluation has become a key policy objective.

Self-evaluation has the merit of being immediate, responsive to the school's specific needs and circumstances and its results are 'owned' by the school. However, self-evaluation which serves the needs of accountability is subject to inevitable tensions between rigour and depth on the one hand and a natural desire not to undermine the confidence of parents and superiors on the other.

As a result, self-evaluation is more a tool for managing development than for challenging assumptions or for arriving at conclusions which threaten key actors in the school's hierarchy. The involvement of externality in school evaluation, therefore, both provides that element of distance from the internal dynamics of the school and gives the kind of perspective and challenge to assumptions and to the interpretation of evidence. This can lead to greater rigour in the process.

Externality can be achieved in a variety of ways. Who evaluates, what is evaluated and how, and the ways in which the results are agreed and communicated must be explicit concerns for policy from the outset. Clarity is

needed about the nature of externality and about the contexts within which it is important.

Providing balanced public reporting on schools

Access to credible information about school performance has been a growing phenomenon in recent years. In part, it results from the right of stakeholders, particularly parents, to know how well a school is performing, and is sometimes associated with giving parents more choice about which school their child can attend. In some countries, public availability is also a legal obligation associated with collecting information.

There is also the belief that measuring and publicising student outcomes on a comparative basis will lead schools to focus on taking the action necessary to improve their relative performance. Thus the assumption is that increased accountability and transparency will help drive improvement.

There are, however, a number of potential problematic aspects in placing too great reliance on this approach. Published information on student outcomes, which are often limited to results of standardised tests, also reflect factors that are beyond the influence of school (although value-added approaches can take these into account) and they often fail to capture the full spectrum of student learning objectives. This entails the risk of shifts in teaching practice towards an over-emphasis on what is assessed through the measures of student performance, with a possible narrowing effect on the curriculum and wider achievement.

There is also a danger that schools which perform satisfactorily may become complacent as the spotlight falls on those schools which perform least well. Hence, there is a case to provide complementary information in evaluations that broadens the base of evidence and provides more explanation of the factors which have influenced performance.

The challenge, therefore, is to address transparency by presenting student standardised test results in a way that is seen as fair and credible by all stakeholders and is set in a wider array of evidence about performance that reflects broader student learning objectives. That implies the development of a wider strategy that uses school evaluation evidence in ways that encourage schools to remain aspirational in relation to the wider educational agenda, whatever their test results.

Improving the data handling skills of school agents

The gathering and analysis of data from student assessment and testing together with satisfaction surveys is increasingly an established feature of evaluation and assessment frameworks. In a number of cases, well-established and sophisticated tools are available to principals, teachers and parents to analyse student standardised test results across schools in ways that allow comparisons using student-level socio-economic data. Such data not only provides teachers with valuable diagnostic evidence about students' performance but also helps to identify issues in relation to learning and teaching and the performance of the school more generally.

In a range of countries, there is an increasing commitment by principals and teachers to the use of students test data to improve student learning and their own accountability for student learning. In this context, teachers use data formatively to identify individual students' strengths and weaknesses and to take appropriate steps to promote subsequent progress. However, teachers often note the limitations of their knowledge to appropriately analyse and interpret student performance data.

Consequently, the challenge is to ensure that all of those who within schools must gather evidence and analyse results have the necessary skills in data gathering, analysis and interpretation which allow the results of evaluation to be understood and translated into action. There is a need to improve the data handling skills of principals and teachers across the board.

SYSTEM EVALUATION

Meeting information needs at system level

A key priority within the evaluation and assessment framework is to develop indicators and measures of system performance that permit a good understanding of how well schooling is being delivered. Using these data, governments can analyse performance and identify priority areas for planning, intervention and policy. This typically entails the development of a system performance measurement framework.

The emphasis is generally on starting with high level objectives for the education system and then mapping out the feasibility of measurements in each area. Other phases include ensuring systematic collection to agreed definitions of existing information at different levels in the system; promoting data quality improvement; undertaking research to shed light on some of the 'gaps' where systematic collection is too costly/not feasible; and developing a long-term strategy to improve measurement tools for future information needs.

Policy should be informed by a range of quantitative and qualitative measures. The challenge is to ensure that the measures of system performance are broad enough to capture the whole range of student learning objectives. Policy making at the system level needs to be informed by high quality data and evidence, but not driven by the availability of such information.

Monitoring key outcomes of the education system

Student assessment provides keystone indicators for assessing system performance. Assessments of student learning provide evidence by which policymakers, the public, administrators, educators and parents at the national and local levels can gauge both students' current performance relative to student learning objectives and the extent to which improvement goals are being realised.

System performance monitoring based on national assessment programmes can take a variety of forms. Periodic sample-based student tests can allow greater breadth of measurement, fuller coverage of the curriculum and avoid distortions deriving from 'teaching to the test'. They can be carried out at comparatively low cost.

By contrast, full cohort student tests have the advantage of potential feedback to schools on classes/students, but are narrower measures that cannot realistically include a full coverage of the curriculum. Large-scale standardised tests are often limited to written formats such as multiple choice or short essay questions that are easiest to score and most cost-efficient to implement: such tests may only draw upon a limited set of students' skills.

Full-cohort national assessments can also be performance-based, where students are scored on open-ended performances, such as written essays, oral communication skills, reasoning processes, collaborative problem solving, and so on. These are often seen as being more effectively aligned with curricula that emphasise development of higher-order thinking skills and capacity to perform complex tasks.

The challenge is to develop strategies to collect valid, reliable and broad outcome measures to monitor performance against key national educational goals over time, for different sub-national areas and student groups.

Maximising use of system-level information

While countries often collect large amounts of data and statistics at the system level, there is frequently significant untapped potential for integrating and using the available data. This is sometimes the result of insufficient consultation between interested stakeholders and agencies on how to best manage and present data for optimal use by different audiences.

There are a range of options to ensure the more effective use of existing information by key stakeholders in system evaluation. One option is to establish a protocol to share data among key stakeholders in system evaluation – this may include data that are not available to the public, but that can be analysed and used, for example,

for school or local government reviews. Another option is to build the analytical capacity at the national level to fully exploit existing information by ensuring statistical, analytical and research competencies.

Part of analytical capacity will require attention to the clear and timely reporting of results to different audiences. Giving high quality feedback on system results is one way to maximise the use of results by stakeholders throughout the system. For example, databases and technical materials are useful for researchers, but clear key messages on major results are helpful for local government and – where available – schools will benefit from comprehensive feedback on student performance on national tests (*e.g.* by test area, by individual question, by class, by student group).

The challenge is how to best organise the collection and analysis of key information at the national level, to clearly communicate results of system evaluation and ensure the effective use of results by stakeholders throughout the system.

ABOUT THE REVIEW

Objectives of the Review

The OECD Review on *Evaluation and Assessment Frameworks for Improving School Outcomes* is designed to respond to the strong interest in evaluation and assessment issues evident at national and international levels.

It will provide a description of design, implementation and use of assessment and evaluation procedures in countries; analyse strengths and weaknesses of different approaches; and provide recommendations for improvement.

The Review looks at the various components of assessment and evaluation frameworks that countries use with the objective of improving student outcomes. These include student assessment, teacher appraisal, school assessment and system evaluation.

The overall purpose is to provide analysis and policy advice to countries on how approaches to assessment and evaluation can be embedded within a consistent framework to bring about real gains in student performance across the school system. The overarching policy question for the Review to answer is

> "How can assessment and evaluation policies work together more effectively to improve student outcomes in primary and secondary schools?"

The Review further concentrates on five key issues for analysis:

- Designing a systemic framework for evaluation and assessment
- Ensuring the effectiveness of evaluation and assessment procedures
- Developing competencies for evaluation and for using feedback
- Making the best use of evaluation results
- Implementing evaluation and assessment policies

All documents produced through the Review are published on its dedicated Website: www.oecd.org/edu/evaluationpolicy.

Review process and methodology

The Review is overseen by OECD member countries through the Group of National Experts (GNE) on Evaluation and Assessment.

There is also the opportunity to hear about other international agencies doing work relevant to the Review, and to share work underway elsewhere in OECD.

The Review combines international comparative analysis and country reviews. Both dimensions are complementary: comparative analysis is used for the country reviews and the findings of the country reviews feed back into the comparative analysis.

Comparative Analysis

The analytic phase reviews the current state of knowledge and evidence on evaluation and assessment approaches and collects additional information from countries on current policies and practices. It also brings countries together to share their expertise and experience in

developing the analytical approach and to probe the policy dimensions in depth.

Country Background Reports

Information on countries' policies and practices is gathered through Country Background Reports (CBRs). These are being prepared by 23 countries thus far, using a common framework to facilitate comparative analysis and maximise the opportunities for countries to learn from each other.

Papers and Studies

The Review is undertaking substantial work to build a strong and comprehensive knowledge base on evaluation and assessment in education. Literature reviews on all important elements of evaluation and assessment frameworks are being prepared. Papers are completed or underway on:

- Teacher Evaluation: Current Practices in OECD countries and a Literature Review
- School Evaluation: Current Practices in OECD countries and a Literature Review
- Teacher Evaluation: A Conceptual Framework and Examples of Country Practices
- Using Student Test Results for Accountability and Improvement: a Literature Review
- Summative Assessment: What's in it for Students?
- Evaluating Educational Systems in OECD Countries: a Review of Country Practices and Related Literature
- Student Formative Assessment within the Broader Evaluation and Assessment Framework
- Aligning Educational Standards and Evaluation and Assessment
- Equity Issues in Student Assessment

The Review also draws on related OECD work such as PISA, TALIS, CERI's work on *Innovative Learning Environments,* etc. and collaborates with other international agencies, and the Business and Industry Advisory Committee to the OECD (BIAC) and the Trade Union Advisory Committee to the OECD (TUAC).

Country Reviews

Country Reviews are being carried out in ten countries so far, to support them in analysing their evaluation and assessment frameworks and identifying areas for improvement. Further country reviews could be undertaken if countries request them.

Synthesis Phase

A synthesis report will draw out the key lessons for policy makers and policy options available to countries to improve the effectiveness of evaluation and assessment frameworks. Completion of the final synthesis report is planned for mid-2012.

The OECD review team

The review is being carried out by the Education and Training Policy Division of the Directorate for Education, under the general oversight of Deborah Roseveare. The team carrying out the Review comprises a core team of OECD Secretariat staff: Paulo Santiago (senior analyst and team leader), Claire Shewbridge and Deborah Nusche (analysts), and Heike-Daniela Herzog (support assistant).

The Review team is augmented at different points by secondees and interns, along with independent experts contracted by the OECD to carry out specific tasks within the Review.

For more information, please consult OECD's website www.oecd.org/edu/evaluationpolicy or contact the OECD Secretariat:

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