

## NATIONAL EDUCATIONAL POLICY OF THE NETHERLANDS

### 1. ASSESSMENT

*Note.* Freedom of education is part of the Dutch constitution. This means that the government is not likely to interfere with the autonomy of the schools in how to specifically organize their education. So, there are not many policy measures that require certain or specific actions of schools or teachers on formative assessment, only some more general requirements that are not specific for the lower grades of mathematical secondary education or for formative assessment. There are, however, projects financed by the government which are meant to encourage formative assessment.

*The third part of this analysis was filled in by Martijn Oldenhave from OCW. Remarks from the interviews that were conducted by the University of Twente were sometimes added as the view of stakeholders sometimes included extra contextual information or did not completely correspond.*

1.1. Purposes of assessment						
Policy Measure	No clear Policy or Encouragement or Requirement or Accountability	For secondary only (lower, upper secondary or both) or both primary and secondary or other	Mathematics only or other subjects too	In line with the literature	Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)	Period of establishment/ Evaluation and Adjustment of policy
The newer models of school governance also include clearer attainment targets and benchmarks for achievement of students in basic school subjects, which are described in so called Quality Agendas and Action Plans of the Minister of Education. Recently, new draft laws have been prepared requiring all primary schools to administer one central school leavers test and all primary and secondary schools to implement a pupil monitoring system (LVS).	Requirement	Primary and secondary education	Others subjects too	Yes	No	2012

Country's Profile

<p>These new policy emphases underline the importance of summative and formative student assessment, and instrumental feedback to improve teaching and learning.</p> <p><b>Source:</b>  <a href="http://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf">http://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf</a></p>						
<p>Advise from the Educational Council in 2018 on the request of the government</p> <p><b>Testing and examinations</b>  <i>Context:</i> various developments give cause to a debate about testing and examination.          Testing and examinations have an important role in all sectors of education. Testing can have multiple purposes, which can be summarized as following.          First, testing can give insights into learning results and this can give stakeholders (students, teachers, parents, school leaders, government) information to improve the learning process. Testing then has a “formative” purpose. Second, testing can have a “summative” purpose by using the results as an end assessment about the learning goals. That assessment can be used for different purposes, among which accountability or certification. In the latter we speak of examination.          The way that testing and examination is being implemented is subject to change. Various developments have caused a debate about the core functions of testing and the question to what extent these are compatible.</p> <p><b>Source:</b></p>	<p>Encouragement</p>	<p>Both primary and secondary</p>	<p>Other subjects too</p>	<p>Yes</p>	<p>No</p>	<p>19-09-2017</p>

Country's Profile

<p><a href="https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/rapporten/2017/09/19/werkprogramma-onderwijsraad-2018">https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/rapporten/2017/09/19/werkprogramma-onderwijsraad-2018</a></p>						
<p>The government chooses for a change of emphasis with regard to testing, accountability and supervision. The central idea regarding testing is not more, but different and better. With this is meant more formative and less summative, more school-bound testing and less emphasis on central testing, more attention for quality assurance (validity and reliability), and to invest in the latter by promoting assessment expertise in school practice. The supervision should not only be focused on control, but also on stimulating content (in light of formulated ambitions by the school) with an emphasis on horizontal accountability in what has been done and noticeable.</p> <p><b>Source:</b>  <a href="http://downloads.slo.nl/Repository/curriculumspiegel-2017.pdf">http://downloads.slo.nl/Repository/curriculumspiegel-2017.pdf</a></p>	Encouragement	Both primary and secondary	Other subjects too	Yes	No	23-01-2016
<p>Schools collect information, assign a value to that and involve students, teachers and parents in that process. This way, a more rich appraisal of the student exists, which is not only about grades, but also about the development of his character. It is important that students see testing as a manner of learning. Tests have therefore a formative function. The Platform views it as important to give more attention to this purpose of testing within the educational programme.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2016/01/23/eindadvies-platform-onderwijs2032-ons-onderwijs2032/eindadvies-platform-onderwijs2032-ons-">https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2016/01/23/eindadvies-platform-onderwijs2032-ons-onderwijs2032/eindadvies-platform-onderwijs2032-ons-</a></p>	Encouragement	Both primary and secondary	Other subjects too	Yes	No	2016

Country's Profile

onderwijs2032.pdf						
Those who passed the end examinations, receive a diploma or a certificate.  <b>Source:</b> <a href="https://wetten.overheid.nl/BWBR0002399/2018-08-01#TiteldeellI_AfdelingIII_Artikel60">https://wetten.overheid.nl/BWBR0002399/2018-08-01#TiteldeellI_AfdelingIII_Artikel60</a>	Requirement	Last grade of secondary education	Other subjects too	Yes	No	Legislation from 1963, current version 01-08-2018
<b>1.2. Techniques of assessment</b>						
<b>Policy Measure</b>	<b>No clear Policy or Encouragement or Requirement or Accountability</b>	<b>For secondary only (lower, upper secondary or both) or both primary and secondary or other</b>	<b>Mathematics only or other subjects too</b>	<b>In line with the literature</b>	<b>Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)</b>	<b>Period of establishment/Evaluation and Adjustment of policy</b>
The Diagnostic Interim Test (DTT) has been developed in recent years as part of a pilot. It was a political decision that the pilot of the DTT would be completed. That happened in 2017. The last administration (and the only one) of the DTT was executed by CvTE. They also worked on completing the pilot and transferring the results of the pilot to the market. The DTT is a digital, diagnostic test at the end of the lower grades of secondary education for the subjects Dutch, English and mathematics. The DTT can be used at	Encouragement	Secondary only (lower)	Other subjects too	Yes	Yes (it is adaptive)	2015-2017

Country's Profile

<p>five levels and is adaptive. This way, it will be an appropriate test for each student. The DTT gives an diagnosis in which the stronger and weaker points of the students are analyzed. With this diagnosis, teachers and students can work at their learning process.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/jaarverslagen/2018/03/01/jaarverslag-2017-college-voor-toetsen-en-examens-cvte">https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/jaarverslagen/2018/03/01/jaarverslag-2017-college-voor-toetsen-en-examens-cvte</a>                  During the interview it became clear that it is not the view of all stakeholders that the DTT can be effectively used in a formative way. The reason for this is that the moment of the administration of the DTT coincides with a high-stakes decision (which level can the student do in the upper grades of secondary education).</p> <p><b>Source:</b>                  Interview organization 5, organization 6</p>						
<p>Informal techniques of formative assessment are mentioned by SLO. Formative evaluation is the term that is used as a synonym for Assessment for Learning. We define it as all activities that are used by students and teachers to collect information about the learning process, to interpret this and to use this to be able to make better decisions about the next steps.</p> <p><b>Source:</b>  <a href="http://downloads.slo.nl/Repository/curriculumspiegel-2017.pdf">http://downloads.slo.nl/Repository/curriculumspiegel-2017.pdf</a></p>	Encouragement	Secondary	Other subjects too	Yes	No	2017

Country's Profile

<p>From teachers it is expected that they track the development of students. That can be by administering tests, but also by a portfolio or other forms of evaluation. Which method is up to the teachers. The only requirement is that it should give a clear view of the development of the learning process of the student and that the results are used to facilitate the student in his learning process.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/brochures/2018/10/08/ruimte-in-regels-in-het-voortgezet-onderwijs">https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/brochures/2018/10/08/ruimte-in-regels-in-het-voortgezet-onderwijs</a></p>	Requirement	Both primary and secondary	Other subjects too	Yes	No	08-10-2018
---	-------------	----------------------------	--------------------	-----	----	------------

1.3. Reporting results to students, parents etc.						
Policy Measure	No clear Policy or Encouragement or Requirement or Accountability	For secondary only (lower, upper secondary or both) or both primary and secondary or other	Mathematics only or other subjects too	In line with the literature	Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)	Period of establishment/Evaluation and Adjustment of policy

Country's Profile

<p>The authority of the school reports about the developments of the students to their parents or the students themselves if they are of age.</p> <p><b>Source:</b>  <a href="https://wetten.overheid.nl/BWBR0002399/2018-08-01#TiteldeelIII_AfdelingIII_Artikel60">https://wetten.overheid.nl/BWBR0002399/2018-08-01#TiteldeelIII_AfdelingIII_Artikel60</a></p>	Requirement	Secondary education	Other subjects too	Yes?	No	01-08-1998
<p>Schools do have to report the results of the school exams and end examinations to DUO which is an organization that will analyze these data and report to the government. Also, Cito analyze the results in order to establish the validity of the instruments and to be able to advise CvTE about the standardization of the end examinations.</p> <p><b>Source:</b>  <a href="https://www.duo.nl/zakelijk/voortgezet-onderwijs/examens-en-diplomas/examengegevens-uitwisselen.jsp">https://www.duo.nl/zakelijk/voortgezet-onderwijs/examens-en-diplomas/examengegevens-uitwisselen.jsp</a>   <a href="https://www.cito.nl/onderwijs/voortgezet-onderwijs/centrale-examens-voortgezet-onderwijs/expertise-van-cito/normering">https://www.cito.nl/onderwijs/voortgezet-onderwijs/centrale-examens-voortgezet-onderwijs/expertise-van-cito/normering</a></p>	Requirement	Both primary and secondary education	Other subjects too	Yes	No	?

<b>1.4. Provision of resources to support teacher assessment (e.g. battery of tests to be used, item banks, financial resources)</b>						
<b>Policy Measure</b>	<b>No clear Policy or Encouragement or Requirement or Accountability</b>	<b>For secondary only (lower, upper secondary or both) or both primary and secondary or other</b>	<b>Mathematics only or other subjects too</b>	<b>In line with the literature</b>	<b>Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)</b>	<b>Period of establishment/Evaluation and Adjustment of policy</b>
<p>The attention for formative assessment is a current trend. The DTT was developed from the idea that it could facilitate teachers in deciding what students need to get to a certain level. The administration of the test is not required.</p> <p><b>Source:</b>  <a href="https://www.vo-raad.nl/themas/toetsen-examens/onderwerpen/formatief-evalueren">https://www.vo-raad.nl/themas/toetsen-examens/onderwerpen/formatief-evalueren</a></p>	Encouragement	Lower secondary education	Other subjects too	Yes	It is adaptive	2018 (2014 was the start of the DTT).
<p>The three most important instruments for student assessment in the Netherlands are: the Cito school leavers test at the end of the primary school period, the secondary school examinations, which consist of a central and school-based part, and pupil monitoring systems in primary and secondary schools, the most important of which are also developed and supported by Cito.</p>	Requirement	Primary and secondary education	Other subjects too	Yes	No	2012



Country's Profile

<p><b>Source:</b>  <a href="http://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf">http://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf</a></p>						
<p>The Cito LVS has high potential for being used for purposes of formative student assessment, and for evidence based school self evaluation. As far as the latter application of evidence based school self-evaluation is concerned, efforts can be described as disappointing (Moelands, 2005, Schildkamp, 2007). A key problem is that schools tend to be sloppy and incomplete in keeping records of different waves of test data.</p> <p><b>Source:</b>  <a href="http://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf">http://www.oecd.org/education/school/NLD_CBR_Evaluation_and_Assessment.pdf</a></p> <p>According to SLO, the formative use of such tracking systems is often not ideal as it is too formal for Assessment of Learning.</p> <p><b>Source:</b>          Interview organization 6</p>	<p>Encouragement</p>	<p>Primary and secondary education</p>	<p>Other subjects too</p>	<p>Yes</p>	<p>No</p>	<p>2012</p>

<b>1.5. National assessment mechanisms (if any)</b>						
<b>Policy Measure</b>	<b>No clear Policy or Encouragement or Requirement or Accountability</b>	<b>For secondary only (lower, upper secondary or both) or both primary and secondary or other</b>	<b>Mathematics only or other subjects too</b>	<b>In line with the literature</b>	<b>Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)</b>	<b>Period of establishment/Evaluation and Adjustment of policy</b>
<p><b>Research framework Educational Inspectorate</b></p> <p><b>OP2. Supervision on development and supervision</b></p> <p><b>Basic quality</b> The school collects information about the knowledge and skills of their students from the moment that they enter the school. The school compares this information with the expected developments. This information and comparison makes it possible to adapt education to the educational needs of groups and individual students. When students seem to not benefit from their education, the school analyses where the development stagnates and gives possible explanation. They decide what should happen to eradicate certain backlogs. The student get the supervision that they need to adequately go through the educational programme. For students</p>	Accountability	Secondary only (both)	Other subjects too	Yes	No	01-06-2017

Country's Profile

<p>with backlogs, education has been structured in such a way that noticeable attention can be spend on eradicating these backlogs (art. 2, tweede lid, WVO), (art. 6c WVO), (art. 24, vierde lid, onder a, WVO).</p> <p><b>Own aspects of quality</b> Which own direction has the school included in their school plan and how does the school realize this? Possible thoughts:</p> <ul style="list-style-type: none"> <li>• Externally normed testing for relevant subjects/reference levels.</li> <li>• Involvement of students by posing learning goals.</li> </ul> <p><b>Source:</b> <a href="https://www.onderwijsinspectie.nl/onderwerpen/">https://www.onderwijsinspectie.nl/onderwerpen/</a></p>						
<p><b>Research framework Educational Inspectorate</b></p> <p><b>OP8. Assessment and closing</b></p> <p><b>Basic quality</b> The school has a Programme of Assessment (PTA) and examination regulations that are appropriate according to the law. In this document the school clarifies beforehand what the organization of assessment looks like and which measures the school takes with students who have not kept to the rules. Also, it should be prescribed which examinations can be retaken and in which way. It should also be clear what the content should be of the exam, what its weight is and which exemptions there are. The procedure of examination should be according to the PTA and examination</p>	Accountability	Secondary only (both)	Other subjects too	Yes	No	01-06-2017

Country's Profile

<p>regulations. The law on which this is based is (art. 31, Eindexamenbesluit VO).</p> <p><b>Own aspects of quality</b> Which own directions has the school included in their school plan and how does the school realize this? Possible thoughts:</p> <ul style="list-style-type: none"> <li>• assessment policy</li> <li>• evaluation and assurance assessment policy</li> </ul> <p><b>Source:</b> <a href="https://www.onderwijsinspectie.nl/onderwerpen/">https://www.onderwijsinspectie.nl/onderwerpen/</a></p>						
<p><b>Website SLO</b></p> <p>Together with the VO-council, SLO started two learning networks about formative evaluation. Purpose is to develop a plan of approach with regards to implementing formative assessment through the whole school. Also, SLO offers masterclasses and a Toolkit with regards to formative assessment. In the Toolkit, schools can find material that will facilitate them in formative assessment (i.e, literature/videos/modules about formative assessment).</p> <p><b>Source:</b> <a href="http://curriculumvandetoekomst.slo.nl/projecten/aan-de-slag-met-formatieve-evaluatie">http://curriculumvandetoekomst.slo.nl/projecten/aan-de-slag-met-formatieve-evaluatie</a></p>	Encouragement	Secondary only (both)	Other subjects too	Yes	No	2017 en 2018

Country's Profile

<p><b>Website VO-Council</b></p> <p>The secondary education council will this year again emphasize the importance of a good assessment policy with differentiation on schools. One thing they mention is the possible use of the DTT in schools. The schools are free to use the DTT as they want.</p> <p>In 2016, the secondary education council started project “Maatwerk” with as purpose to support schools in their development towards more differentiation. This will be done in the form of flexible learning routes and making monitoring in cognitive and non-cognitive development possible. In the latter case it is about how assessment can be used in a positive way for the learning process of the students.</p> <p><b>Sources:</b>  <a href="https://www.vo-raad.nl/themas/formatief-evalueren/onderwerpen/455/hoofdstukken/454">https://www.vo-raad.nl/themas/formatief-evalueren/onderwerpen/455/hoofdstukken/454</a>  <a href="https://www.vo-raad.nl/themas/formatief-evalueren/onderwerpen/454/hoofdstukken/455">https://www.vo-raad.nl/themas/formatief-evalueren/onderwerpen/454/hoofdstukken/455</a>  <a href="https://www.vo-raad.nl/themas/formatief-evalueren/onderwerpen/455/hoofdstukken/456">https://www.vo-raad.nl/themas/formatief-evalueren/onderwerpen/455/hoofdstukken/456</a></p>	Encouragement	Secondary education	Other subjects too	Yes	Yes, differentiation for students	2016, 2017, 2018
<p><b>Website NRO</b></p> <p><b>Question</b> In which way, with what purpose and with which result can we successfully implement formative assessment in education?</p> <p><b>Short answer</b> Formative assessment has the purpose to optimize the learning process. In order to do this, it is necessary to collect</p>	Encouragement	Primary and secondary education	Other subjects too	Yes	No	2016

<p>information with regard to how students are doing compared to their learning goal. Based these findings, the teacher can decide what their learning process should look like. Crucial in formative assessment in giving feedback. This increases motivation in students and gives direction to their further development. Formative assessment is not only implemented by teachers, but also in the form of self-assessment and peer-assessment. Requirements for effective formative assessment are: meaningful assessments, frequent assessments, professional teachers, involved students and an assessment culture that is focused on improving education.</p> <p><b>Sources:</b>  <a href="https://www.nro.nl/wp-content/uploads/2016/09/015-Antwoordformulier-formatietoetsen.pdf">https://www.nro.nl/wp-content/uploads/2016/09/015-Antwoordformulier-formatietoetsen.pdf</a></p>						
---	--	--	--	--	--	--

**2. TEACHER TRAINING ON ASSESSMENT (INITIAL AND IN SERVICE) AND COLLABORATION AMONG TEACHERS**

<b>2.1. Teacher initial training in terms of the programs of study offered by the universities, leading to teachers' graduate or post graduate diploma (i.e., whether the Ministry of Education is in any kind involved to the programs of study of the Universities)</b>						
<b>Policy Measure</b>	<b>No clear Policy or Encouragement or Requirement or Accountability</b>	<b>For secondary only (lower, upper secondary or both) or both primary and</b>	<b>Mathematics only or other subjects too</b>	<b>In line with the literature</b>	<b>Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)</b>	<b>Period of establishment/Evaluation and Adjustment of policy</b>

Country's Profile

		<b>secondary or other</b>				
<p>Together with teacher educators from several higher education institutions, SLO developed a lesson series to get students acquainted with the basics of formative assessment. The content of these lessons can be divided in two parts: a theoretical part with a research background and exercises and examples, meant to activate reflection on their own knowledge and skills with regards to formative assessment.</p> <p><b>Source:</b>  <a href="http://curriculumvandetoekomst.slo.nl/projecten/fe-in-de-lerarenopleiding">http://curriculumvandetoekomst.slo.nl/projecten/fe-in-de-lerarenopleiding</a></p>	Encouragement	Both primary and secondary	Other subjects	Yes	Teachers in training	Mid 2018

<b>2.2. Teacher professional development: in service training courses, including mentoring system for newly appointed teachers</b>							
<b>Policy Measure</b>	<b>No clear Policy or Encouragement or Requirement</b>	<b>For secondary only (lower, upper secondary)</b>	<b>Mathematics only or other subjects too</b>	<b>In line with the literature</b>	<b>Differentiation regarding the group of teachers (e.g., newly appointed) or</b>	<b>Period of establishment/Evaluation and Adjustment of policy</b>	<b>Who is offering and where? (e.g. school)</b>

Country's Profile

	or Accountability	or both) or both primary and secondary or other			group of students (e.g. with special needs)		based in service training)
<p>On multiple occasions, SLO has (co-)organized meetings for teachers to become educated in formative assessment.</p> <p><b>Bron:</b>  <a href="https://www.vo-raad.nl/nieuws/terugblik-masterclass-formatief-evalueren">https://www.vo-raad.nl/nieuws/terugblik-masterclass-formatief-evalueren</a></p>	Encouragement	Secondary education	No specific subjects	Yes	No	2018	School counseling service (SLO) is offering, not on a school location.
<p>A possible way to stimulate TPD and the quality of teachers by the government was the Teacher Register. In this register, teachers would have to account for their development in teaching. This Register was part of a possible new legislation. However, it was decided that the voice of the teacher was not enough represented in this legislation and specifically in the Teacher Register. Therefore, implementation of the Teacher Register was discontinued.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/onderwerpen/werken-in-het-onderwijs/wet-beroep-leraar-en-lerarenregister/lerarenregister">https://www.rijksoverheid.nl/onderwerpen/werken-in-het-onderwijs/wet-beroep-leraar-en-lerarenregister/lerarenregister</a></p>	Requirement	Primary and secondary education	No specific subjects	Yes	No	2018	No specific location



Country's Profile

In the interviews, it became clear that the Teacher Register does not have a future.  <b>Source:</b> Interviews organization 5, organization 6							
---	--	--	--	--	--	--	--

### 2.3. Support offered by school advisory bodies (this may not be applicable for centralized systems such as Cyprus and Greece)

Policy Measure Country's Profile	No clear Policy or Encouragement or Requirement or Accountability	For secondary only (lower, upper secondary or both) or both primary and secondary or other	Mathematics only or other subjects too	In line with the literature	Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)	Period of establishment/Evaluation and Adjustment of policy
<p>CVTE has facilitated pilot schools in researching the added value of DTT for students and teachers. This happened by helping schools in their implementation. In total, 24 schools participated in the pilot.</p> <p><b>Sources:</b>  <a href="https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/jaarverslagen/2018/03/01/jaarverslag-2017-college-voor-toetsen-en-examens-cvte">https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/jaarverslagen/2018/03/01/jaarverslag-2017-college-voor-toetsen-en-examens-cvte</a></p>	Encouragement	Lower secondary only	Other subjects too (mathematics, English, Dutch)	Yes	No	2015
<p>After administration of the DTT, schools can do something with the diagnosis of the DTT. To facilitate them in doing so, exemplary reports have been developed. Also, SLO developed tools in which the school can read an explanation about how DTT fits in the cycle of formative evaluation and in what way the schools can use the diagnosis in practice.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/jaarverslagen/2018/03/01/jaarverslag-2017-college-voor-toetsen-en-examens-cvte">https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/jaarverslagen/2018/03/01/jaarverslag-2017-college-voor-toetsen-en-examens-cvte</a></p>	Encouragement	Lower secondary only	Other subjects too (mathematics, English, Dutch)	Yes	No	2015

Country's Profile

<p>In secondary education, financial aid for teachers is available each year (€ 600 per fulltime teacher). All teachers are entitled to this.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2018/11/13/verkenning-leraren/verkenning-leraren.pdf">https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2018/11/13/verkenning-leraren/verkenning-leraren.pdf</a></p>	Encouragement	Both primary and secondary education, also higher education	Other subjects too	Yes	No	13-11-2018
<p>A teacher is entitled to 83 hours of TPD per school year. The hours and the budget are only to be spent on activities that are assigned by the supervisor if the teacher agrees with those.</p> <p><b>Source:</b>  <a href="https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2018/11/13/verkenning-leraren/verkenning-leraren.pdf">https://www.rijksoverheid.nl/binaries/rijksoverheid/documenten/rapporten/2018/11/13/verkenning-leraren/verkenning-leraren.pdf</a></p>	Encouragement	Both primary and secondary education, also higher education	Other subjects too	Yes	No	13-11-2018

2.4. Teacher cooperation about assessment within a school (including team teaching, exchange of visits among teachers etc.)						
Policy Measure	No clear Policy or Encouragement or Requirement or Accountability	For secondary only (lower, upper secondary or both) or both	Mathematics only or other subjects too	In line with the literature	Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g.	Period of establishment/Evaluation and Adjustment of policy

Country's Profile

		<b>primary and secondary or other</b>			<b>with special needs)</b>	
No policy						

<b>2.5. Promoting networking between schools</b>						
<b>Policy Measure</b>	<b>No clear Policy or Encouragement or Requirement or Accountability</b>	<b>For secondary only (lower, upper secondary or both) or both primary and secondary or other</b>	<b>Mathematics only or other subjects too</b>	<b>In line with the literature</b>	<b>Differentiation regarding the group of teachers (e.g., newly appointed) or group of students (e.g. with special needs)</b>	<b>Period of establishment/Evaluation and Adjustment of policy</b>
<p>How do you implement the formative approach in your school? Which activities are necessary on which levels? How do you take parents and students along in this new approach?</p> <p>In both learning networks there is place for 10 schools. In five network meetings, schools work together. The core of meeting is about learning from each other with regards to formative assessment in your own school. Both networks are led by a process supervisor from the secondary education council and from SLO. In the period between the meetings, you work together with the school on realizing your goals and there is differentiated supervision and advice provided by SLO.</p> <p><b>Source:</b></p>	Encouragement	Secondary education	Other subjects too	Yes	No (wel op maat gemaakt)	2016

<a href="http://www.slo.nl/nieuws/00357/">http://www.slo.nl/nieuws/00357/</a>						
<p>At the start of 2015, Regioplan (on request of the secondary education council) did a study towards cooperation (in general) in secondary education. These resulted in a description of eight examples of cooperation from practice.</p> <p><b>Source:</b>  <a href="https://www.vo-raad.nl/system/downloads/attachments/000/000/214/original/2015Eindrapport-SamenwerkinginhetVO-casestudies.pdf?1477657902">https://www.vo-raad.nl/system/downloads/attachments/000/000/214/original/2015Eindrapport-SamenwerkinginhetVO-casestudies.pdf?1477657902</a></p>	Encouragement	Secondary education	No specific subjects	?	No	2015

### 3. EVALUATION MECHANISMS IN REGARD TO THE POLICY ON ASSESSMENT AND TEACHER PROFESSIONAL DEVELOPMENT

3.1.	<p><b>How frequently evaluation projects are undertaken?</b></p> <p>When it comes to new laws, Dutch law mandates that they be evaluated five years after introduction. So a new law (as agreed upon by both chambers of parliament) that concerns teacher professional development, will always have an evaluation clause.</p> <p>Separate policy initiatives are often introduced by ministerial order, which is legislation that further specifies existing laws (provided that laws allows for such orders, that has to be specified in the law itself). These orders are not subject to parliamentary approval, as the basis for their existence has already been considered by parliament. When introducing new policy using such a ministerial order, the ministry of education will always include an evaluation clause: often half way through the term during which the ministerial order is in effect, and at the end. For this purpose a separate monitoring program will be ordered in most cases, usually carried out by an independent research institution. This program will usually examine whether the policy initiative has the desired effect and if the policy rule in general is effective. On the basis of that monitor program, provisional and final evaluations are written, which can be the basis for termination, renewal as is, renewal after alteration, or it can form the basis for changing a laws.</p>
------	--

	<p>Finally, a lot of policy at the ministry comes in the form of subsidizing projects such as research programs, grant programs (such as the Teacher Development Fund – Lerarenontwikkelfonds) or learning networks of teachers and school leaders on a specific subjects (such as formative assessment). Apart from research subsidies, it can be hard to measure success when it comes to a learning network or a grant such as the teacher development fund as the number of teachers who benefit directly from such a subsidy for instance, are low compared to the huge number or teachers who are active in the Netherlands. The aim of these programs therefore, is often more to instigate a movement within the teacher community, which is not easily quantifiable.</p> <p><b>Source: Martijn Oldenhave – OCW</b></p> <p>According to the organization 5, formative assessment is not a subject of evaluation or monitoring for the government. They mention that the government is enthusiastic about formative assessment in schools, but that they in no way carry out evaluation around policies with regards to formative assessment (this is the case for summative assessment). This fits with the view of organization 6. However, they mention that research does evaluate the projects on formative assessment (among these are TPD projects) that are subsidized by the government. The organization 5 does not think that research currently informs policy initiatives.</p> <p><b>Source: Interview organization 5, organization 6</b></p>
<p>3.2.</p>	<p><b>Sources of data (e.g. views of different stakeholders, impact on learning) used in evaluating the national policy.</b></p> <p>Owing to the decentralized educational system in the Netherlands, we Ministry of Education is in constant dialogue with stakeholders. Chief among those are teacher organizations, the organizations of the various curricular disciplines, the interest organization of schools and school leaders (Vo-Raad), student organizations (LAKS) and parents (Ouders &amp; Onderwijs). Exactly whom is consulted may vary depending on the specific policy measure, the perspectives of of schools and school leaders, teachers, students and parents are usually included.</p> <p>The Dutch secondary education concludes with final central exams for most subjects. This provides an opportunity to measure the effects on students grades for those who have been affected by a specific policy measure. This is very macro, and not that suitable for small initiatives, especially when the initiative sees on processes that are further away from the student. In such cases, a monitoring program will often be set up that measures the effect on students. Exactly what effect is measured depends on the policy, but these can include effect on grades, student motivation, mastery, wellbeing etc.</p>

	<p>Good policy needs public and political acceptance in order to function well. So if a measure is very popular or unpopular, will also be taken into consideration.</p> <p><b>Source: Martijn Oldenhavé – OCW</b></p> <p>In the interviews, the end examinations were also mentioned as a main source of data that is used when a national policy is evaluated. An example of this is the core subjects regulation (in which it was decided that students can only have an insufficient for either math, Dutch or English). However, on other policy initiatives, the stakeholders do not always agree as to what the source of data was. This is the case for the Diagnostic Interim Test, which according to organization 2, also had a formative purpose (the organization 5 and organization 6 did not particularly agree with this purpose for the DTT). Organization 2 mentioned that it was just a political decision to give up on the DTT and that learning outcomes did not impact these.</p> <p>Also, PISA and TIMSS are mentioned by all stakeholders as valuable sources of data when it comes to evaluation policy.</p> <p><b>Source: Interviews organizations 1, 2, 3, 4, 5 and 6</b></p>
<p>3.3.</p>	<p><b>Please tell us when a reform policy is typically evaluated. Is it normally continually evaluated (i.e., from the introduction of a reform or whether data only at the end of a reform are collected)?</b></p> <p>Subsidized policies are usually monitored informally year-round by the public servant at the Ministry who is tasked with the functioning of the policy measure. A yearly activity report and financial overview is a mandatory part of the subsidy process. If a monitoring program is set up, it depends on the methodology how often data is collected, but generally the ministry expects (preliminary) results once a year. For the rest, see 3.1.</p> <p><b>Source: Martijn Oldenhavé – OCW</b></p> <p>According to organization 4, it depends on the timing of the policy measure to be able to say something about the results, but they also mentioned that evaluations are usually carried out after 3 years or after 5 years. The inspectorate has the role to monitor the system as a whole and this is what they do continuously. The organization 4 report every year about this in the form of a book.</p> <p><b>Source: Interview organization 4</b></p>



	<p>According to organization 1, they evaluate some reform policies in the form of secondary analysis on the data, but not always because the government specifically asked for that.</p> <p><b>Source: Interview organization 1</b></p>
<p>3.4.</p>	<p><b>Processes that are used in order to control the validity of evaluation instruments (if any).</b></p> <p>The ministry strives for evidence based policy making, so experiences from independent scientific studies and from previous (subsidized) research projects form the basis for future research and monitoring wherever possible and appropriate. Generally though, when a monitoring program for a specific policy measure is desired, we must invite tenders for this monitoring project. The ministry provides what it wants to have measured, but the institutions that offer their services through the tender, decide the methodology, which will almost always be based on sound scientific methods. Larger monitoring programs will often be overseen by a committee which includes scientific, educational and policy experts.</p> <p><b>Source: Martijn Oldenhavé – OCW</b></p> <p>The quality of the end examinations are validated in the process.</p> <p><b>Source: Interview organization 1 and 2</b></p>
<p>3.5</p>	<p><b>Please indicate the focus of evaluation based on the following and provide details:</b></p> <ul style="list-style-type: none"> <li><b>a) Perceptions of different stakeholders about the appropriateness of the policy</b></li> <li><b>b) Abilities of stakeholders to implement the policy</b></li> <li><b>c) Impact of policy on student learning</b></li> </ul> <p>All aspects mentioned above are part of the evaluation. If a policy has positive effects on student learning, but demands far more work from teachers (stakeholders) for instance, the measure will most likely lose effectiveness over time if nothing is done to remedy the stakeholder's</p>

	<p>ability to implement this policy. The same applies to the appropriateness of the policy from the perspective of the stakeholder. This relates to the answer at 3.2</p> <p><b>Source: Martijn Oldenhavé – OCW</b></p>
<p>3.6.</p>	<p><b>Please give your views about who has access to the reports of policy reform evaluations (Officials of the ministry, Teachers, School stakeholders, Public, Others).</b></p> <p>As a rule, any reports ordered and paid for by the government, have to be publically released. Usually they will be sent to parliament along with an official response by the ministry. Through freedom of information legislation, even informal or internal evaluations may requested by the public. Policy evaluations are accessible to anyone within the ministry, and depending on the subject and how interesting the findings are, meetings may be organized for servants from other directorates of the Ministry may learn the findings and benefit from them.</p> <p>Parliamentarians may ask our minister questions in response to the evaluation or can request a debate about it. Usually though, the policy measure has been implemented and even co-created with partners in the education field. The evaluation document will then first be discussed with those partners, especially if it is a preliminary evaluation halfway through the lifetime of the policy reform. It may thereby provide the basis for making adjustments during the policy lifecycle.</p> <p>With the document becoming public, it may be accessed by anyone, including schools, teachers, the media, students, parents.</p> <p><b>Source: Martijn Oldenhavé – OCW</b></p> <p>Organization 1, organization 2 and the organization 4 publish reports on the data that they have analyzed on their websites. Organization 1, for example, publishes reports on the end examinations and the same applies for organization 2. The Inspectorate also mentioned that reports on the results by PISA are offered to the government and that this report also includes a translation of the PISA results into policies.</p> <p><b>Source: Interview organization 1, organization 2, organization 4</b></p>
<p>3.7.</p>	<p><b>Please state whether the evaluation results are used and for whom. <i>In case they are used specify <u>how</u> they are used.</i></b></p>

**If possible, provide specific examples of how evaluation results have been used in the past.**

Evaluations are used for both summative and formative reasons.

For example: Regarding policy reforms that come in the form of pilot programs, then the evaluation results are firstly used to determine whether or not the pilot program must be continued and if so, in what form. In that sense, it has summative purposes. However, if the outcomes of the evaluation are generally positive, then it may also lead to slight improvements and changes during the lifecycle of the policy → formative.

Often policy evaluations offer valuable lessons that can be applied to other issues or processes, beyond this specific policy reform.

**Source: Martijn Oldenhave – OCW**