

GUIDELINES FOR ANALYSING THE INTERVIEW DATA

Through the analysis of the interview data, we need to have a record for each interviewee. For each interviewee, we aim to find out what his/her view is in regard to each aspect of their national policy on student assessment. This information should be recorded in two record sheets. In the **Record Sheet 1**, information from Questions 1a to 2c need to be recorded. In the **Record Sheet 2**, information from Questions 3a and 3b should be recorded.

Guidelines for entering the information from Questions 1a to 2c in the Record Sheet 1

For each interviewee, we need to find out what his/her view is in regard to each aspect of their national policy on student assessment (see column 1). Specifically, three different types of information are needed.

First, we like to know what the **status** of the school policy is (column 2). In regard to the status of the policy we see five different categories that show for each aspect of the national policy on student assessment whether:

- a) there is *no policy* (code 0),
- b) there is *no clear policy* (code 1)
- c) the policy *is clear* but teachers/schools are only *encouraged* to implement it (code 2)
- d) the policy *is clear* and teachers/schools are *required* to implement it (code 3)
- e) teachers/schools are not only required but *there is also a control mechanism* that ensures that the policy is implemented (code 4)

Second, we would like to have a score for each **dimension** of each aspect of the national policy on student assessment (columns 3-6). This type of information is obviously relevant when there is a policy. Below you can see the four dimensions (i.e., stage, focus, quality and differentiation) looking at qualitative characteristics of each aspect that we should use to classify the policy for each aspect of the national policy on student assessment mentioned by the interviewees.

- a) **Quality:** We would like to know whether the policy is in line with the literature on student assessment. For each aspect of the policy we give below explanations when the policy is in line with the literature and how to code the policy.
- b) **Focus:** We would like to have a measure about the specificity of the policy (i.e., to know if the policy is too specific or too general). None of the two extreme points are seen as helpful so both of them get the *code 0*. There is also the option that the interviewees' comments show that the policy is neither too specific nor too general (*code 1*). Thus, some guidelines are given but the professional autonomy of the school stakeholders is respected and schools are encouraged to identify their own ways to deal with the problem.
- c) **Stage:** In regard to this dimension, we expect you to find out if the system from time to time attempts to redefine the policy and/or take decisions in order to adopt the policy to the special problems the teachers/schools are facing (*code 1*). If the policy was established too many years ago and never reconsidered give a *code 0*. For example, if the policy has been established five years ago and since then never redefined give a code 0.
- d) **Differentiation:** It examines whether the policy is expected to be implemented in the same way by all the stakeholders that are addressed (*code 0*) or if the special characteristics of some groups are taken into account and are therefore expected to implement the policy in a different way from

others (*code 1*). When differentiation is observed we expect to see its positive way of functioning. For example, if special arrangements for training younger teachers are available.

Third, we need to know if there are any aspects of the policy on student assessment that are not covered by the questions of the interview. If the interviewee refers to specific aspects that are not listed, these have to be mentioned at the end of the Record Sheet 1.

Beyond these three types of information we will also need to record some background information about the interviewee such as his/her role/position/status in the system (e.g., inspector, civil servant in the ministry etc.) and his/her years of experience in this position.

Please bear in mind that you should leave the columns of a specific question empty in case that the interviewee does not provide any answer to it.

Finally, we would like to remind you that we are interested on *what the policy makers believe that the policy is and not on their views of the appropriateness of the policy*. For us it will also be important to compare the data that emerged from the interviews to see if the policy makers agree among themselves about the way their educational system is functioning and use the data in the multilevel analysis.

Below you can find specific information on how the analysis of each aspect of the policy of student assessment is expected to be done regarding its *quality dimension*. An issue that needs special attention is when the policy is seen as in line with the literature on student assessment (quality dimension).

Question 1a: Purpose of assessment

The coding is 0 or 1 or 9:

- **0** in case the policy refers only to the summative purpose of assessment
- **1** in case the policy refers to the formative purpose of assessment (not exclusively)
- **9** in case it is not clear whether the policy refers to the formative purpose of assessment (i.e., kind of missing data)

Question 1b: Techniques of assessment

The coding should have the form of X(Y).

The coding for X is 0 to 4:

- **0** in case that the policy does not refer to any of the assessment techniques that are mentioned in the checklist (e.g. written assessment (i.e. tests/ assignments /exercises), performance assessment, oral assessment, student self-assessment)
- **1** in case that only one of the above assessment techniques is mentioned
- **2** in case that two of the above assessment techniques are mentioned
- **3** in case that three of the above assessment techniques are mentioned
- **4** in case that four assessment techniques are mentioned from the checklist

The coding for Y is 0 or 1:

- **0** in case that no support is provided to teachers to use any of the assessment techniques effectively
- **1** in in case that support is provided to teachers to use any of the assessment techniques effectively

For example, if two assessment techniques are mentioned by the interviewee, but no support is provided to mathematics teachers on how to use them effectively, then the coding is 2(0).

Question 1c: Reporting the results of assessment

The coding should have the form of X(Y)(Z).

The coding for X is 0 to 4:

- **0** in case that teachers do not report the results of student assessment to anyone mentioned in the checklist (e.g. students, parents, subject coordinator, head teacher)
- **1** in case that teachers report the results of student assessment to one interested party from the checklist above
- **2** in case that teachers report the results of student assessment to two interested parties from the checklist above
- **3** in case that teachers report the results of student assessment to three interested parties from the checklist above
- **4** in case that teachers report the results of student assessment to four interested parties from the checklist above

The coding for Y is 0 or 1 or 9:

- **0** in case the type of reporting serves only the summative purpose of assessment
- **1** in case the type of reporting serves the formative purpose of assessment (not exclusively)
- **9** in case it is not clear whether the type of reporting serves the summative or formative purpose of assessment

The coding for Z is 0 to 2:

- **0** in case the reporting of assessment results takes place at the end of the school year
- **1** in case the reporting of assessment results takes place at the end of each term
- **2** in case the reporting of assessment results takes place during each term

For example, if teachers report the results to students and parents by outlining the areas that need to be improved and this reporting takes place at the end of each term, then the coding is 2(1)(1).

Question 1d: Providing resources to teachers for conducting assessment

The coding should have the form of X(Y).

The coding for X is 0 to 3:

- **0** in case that the system does not provide any resources to support teachers to conduct student assessment
- **1** in case that the system provides one resource to support teachers to conduct student assessment from the checklist (e.g. item banks, battery of tests to be used, financial resources)
- **2** in case that the system provides two resources to support teachers to conduct student assessment from the checklist above
- **3** in case that the system provides three resources to support teachers to conduct student assessment from the checklist above

The coding for Y is 0 or 1 or 9:

- **0** in case the resources provided to support teachers to conduct student assessment serve only the summative purpose of assessment
- **1** in case the resources provided to support teachers to conduct student assessment serve the formative purpose of assessment (not exclusively)
- **9** in case it is not clear whether the resources provided to support teachers to conduct student assessment serve the summative or formative purpose of assessment

For example, if only battery of tests is provided to teachers for being able to conduct final exams in Mathematics at the end of each year, then the coding is 1(0).

Question 2a: Policy on teacher initial training on assessment

The coding is 0 to 2:

- **0** in case the educational system has a policy aiming to support teacher initial training but the policy does not refer at all on courses on student assessment
- **1** in case the educational system has a policy aiming to support teacher initial training and refers to courses on student assessment but without making explicit the importance of formative assessment
- **2** in case the educational system has a policy aiming to support teacher initial training specifically on student formative assessment

Question 2b: Policy on teacher professional development (TPD) (in service training) on assessment

Question 2b.1: Direct provision of the TPD courses by the educational system

The coding should have the form of X(Y).

The coding for X is 0 or 1:

- **0** in case the answer to this question is NO
- **1** in case the answer to this question is YES

The coding for Y is 0 or 1 or 9:

- **0** in case the TPD courses serve only the summative purpose of assessment
- **1** in case the TPD courses serve the formative purpose of assessment (not exclusively)
- **9** in case it is not clear whether the TPD courses serve the summative or formative purpose of assessment

Question 2b.2: Focus and form of the TPD courses

The coding is 0 to 2:

- **0** in case the TPD courses are not focused on student formative assessment
- **1** in case the TPD courses are focused on student formative assessment
- **2** in case the TPD courses are focused on student formative assessment and are offered locally (=school-based).

Question 2b.3: Incentives to teachers to participate in TPD courses

The coding is 0 to 2:

- **0** in case the educational system does not provide any incentives to teachers
- **1** in case the educational system provides incentives to teachers, but these are not effective meaning that they don't have any impact on teachers to persuade them participating in the TPD course
- **2** in case the educational system provides incentives to teachers which are actually effective, meaning that they can have an impact on teachers to persuade them in participating in the TPD courses

Question 2c: Support provided to teachers to improve their assessment skills

The coding should have the form of X(Y).

The coding for X is 0 to 3:

- **0** in case that the educational system does not provide any ways to support teachers to improve their assessment skills
- **1** in case that one way of support to teachers is mentioned from the checklist (e.g. school advisory bodies, teacher cooperation about student assessment within a school including team teaching and exchange of visits among teachers, networking between schools regarding student assessment)
- **2** in case that two ways of support to teachers are mentioned from the checklist above
- **3** in case that three ways of support to teachers are mentioned from the checklist above

The coding for Y is 0 or 1 or 9:

- **0** in case the support to teachers serves only the summative purpose of assessment
- **1** in case the support to teachers serves the formative purpose of assessment (not exclusively)
- **9** in case it is not clear whether the support to teachers serves the summative or formative purpose of assessment

Record Sheet 1

Interviewee: Position of the interviewee: Years of Experience

Aspects of the national policy on student assessment covered	Status	Quality	Focus	Stage	Differentiation
Q1a: Purpose of assessment					
Q1b: Techniques of assessment					
Q1c: Reporting the results of assessment					
Q1d: Providing resources to teachers for conducting assessment					
Q2a: Policy on teacher initial training on assessment					
Q2b: Policy on teacher professional development (TPD) (in service training) on assessment					
Q2b.1: Direct provision of the TPD courses by the educational system					
Q2b.2: Focus and form of the TPD courses					
Q2b.3: Incentives to teachers to participate in TPD courses					
Q2c: Support provided to teachers to improve their assessment skills					
Other aspects of the national policy on student assessment covered by the interviewee:					
1)					
2)					
3)					

Notes:

- 1) For **Status** the coding is from 0 to 4:
 - **0** in case there is no policy
 - **1** in case there is no clear policy
 - **2** in case the policy is clear but teachers/schools are only encouraged to implement it
 - **3** in case the policy is clear and teachers/schools are required to implement it
 - **4** in case teachers/schools are not only required to implement the policy but also there is a control mechanism that ensures that the policy is implemented
- 2) For **Quality**, you need to follow the guidelines above for each aspect of the policy
- 3) For **Focus** the coding is from 0 to 1:
 - **0** in case the policy is *too specific or too general*
 - **1** in case the policy is *neither* too specific nor too general
- 4) For **Stage** the coding is from 0 to 1:
 - **0** in case the policy was established too many years ago and has *never been reconsidered*
 - **1** in case the policy is *redefined and adapted* to the special problems the teachers/schools are facing
- 5) For **Differentiation** the coding is from 0 to 1:
 - **0** in case the policy is expected to be implemented in *the same way* by all the stakeholders that are addressed
 - **1** in case the special characteristics of some groups are taken into account and are therefore expected to implement the policy in a *different way* than others.

Guidelines for entering the information from Questions 3a and 3b in the Record Sheet 2

Questions 3a and 3b: Evaluation of national policies on assessment

In regard to these questions, please complete the Record Sheet 2 according to the answers that the interviewee provided to each one of these two questions. Please bear in mind that if the interviewee did not answer to a sub-question (i.e., aspect of evaluation), then you should leave the respective columns empty. If he/she stated that there are not any student assessment reforms which were evaluated, you should leave all record sheet empty.

Record Sheet 2

Interviewee: Position of the interviewee: Years of Experience

Evaluation of national policies on assessment			
i. How <u>frequently relevant</u> evaluation projects are undertaken? <i>Write the period (e.g. once every 2 years)</i>			
ii. <u>Sources of data</u> used in evaluating the national policy. <i>Write the sources of data collected</i>			
iii. <u>Focus</u> of evaluation. <i>Insert ✓ to the appropriate column or columns</i>	Perceptions of different stakeholders about the appropriateness of the policy <input type="checkbox"/>	Abilities of stakeholders to implement the policy <input type="checkbox"/>	Impact of policy on student learning <input type="checkbox"/>
iv. <u>Period</u> at which the evaluation data are collected. <i>Insert ✓ to the appropriate column</i>	Continuous <input type="checkbox"/>	Cross-sectional <input type="checkbox"/>	
v. Processes that are used in order to <u>control the validity</u> of evaluation instruments. <i>Insert ✓ to the appropriate column</i>	Systematic control <input type="checkbox"/>	No control <input type="checkbox"/>	
vi. Who has <u>access to the reports</u> of policy reform evaluations. <i>Write who has the access</i>			
vii. How evaluation data are used. <i>Insert ✓ to the appropriate column</i>	For formative purposes <input type="checkbox"/>	For summative purposes <input type="checkbox"/>	