

## STRUCTURE OF THE INTERVIEW

### **Question 0 (Optional - This question was included to "break the ice" at the beginning of the interview):**

I would like first of all to thank you for taking the time to give us an interview. According to your view, what kind of actions your educational system has taken in order to improve the quality of secondary mathematics education? We could even ask if he/she considers these actions effective and put down a note in case that the interviewee refers to promoting formative assessment.

*Note: After this question, the interviewer should state that this interview will focus on examining the quality and impact of national policy on student assessment.*

*Recommendation: Please put a tick on the points (in the checklist) that are mentioned by the interviewee. Some interviewees may describe practices included in the checklist, without using the specific words. Where you are not sure about the aspects that are referred by the person, please ask additional questions to clarify their views.*

### **Question 1a:**

Firstly, we would like to know which policies and actions are taken in your educational system in order to encourage secondary mathematics teachers to conduct student assessment. The purpose that students are assessed is one of the aspects that we would like to investigate. Is there any national policy defining the purpose(s) of student assessment or, in other words, on how teachers are expected to make use of assessment data?

#### Checklist:

- i) Summative assessment (i.e. comparisons between students, identifying the "best" student, promoting students etc.)
- ii) Formative assessment (i.e. identifying learning needs, identifying ways to improve students' skills, providing feedback)
- iii) Evaluative assessment (i.e. use of assessment data for evaluating a national policy/reform/curriculum)
- iv) Teacher self-assessment (i.e. teachers reflect on their practice, collect evidence, and generate ideas to modify their teaching and learning activities to improve student attainment)

Follow-up questions (if not mentioned):

**1a.1:** Do you think that assessment for promoting students and/or comparing students (i.e. for identifying the best student) is considered important in your educational system? In what ways the educational system encourages or even supports teachers to conduct this kind of assessment?

**1a.2:** Do you think that assessment for identifying learning needs and/or identifying ways to improve students' skills and/or providing feedback is considered important in your educational system? In what ways the educational system encourages or even supports teachers to conduct this kind of assessment?

**1a.3:** In what ways the educational system encourages teachers and/or other school stakeholders to use assessment results in order to evaluate educational reform policies and/or the expected curriculum and learning objectives?

**1a.4:** Do you think that teacher self-assessment assessment is considered important in your educational system? In what ways the educational system encourages or even supports teachers to use assessment data for teacher self-assessment purposes?

**Question 1b:**

Let's move now to the techniques of assessment. Is there a national policy on the techniques to be used in order to assess students? What specific assessment techniques are recommended and/or even expected to be used by secondary mathematics teachers?

Checklist:

- i) Written assessment (i.e. tests/ assignments /exercises)
- ii) Performance assessment
- iii) Oral assessment
- iv) Student self-assessment

Follow-up questions (if not mentioned):

**1b.1:** Is there any other assessment technique not mentioned above promoted in your educational system?

**1b.2:** What kind of support is provided to mathematics teachers in order to use these assessment techniques effectively? (i.e. training, ready-made tests, item banks etc.)

**Question 1c:**

What is the official national policy in relation to reporting the results of student assessment? Teachers are expected or encouraged to report results? And if so, to whom and how often?

**Checklist:**

- i) Students
- ii) Parents
- iii) Subject coordinator
- iv) Headteacher

**Follow-up questions (if not mentioned):**

**1c.1:** What forms/types of reporting are teachers expected (or encouraged) to use?

**1c.2:** How frequently does reporting of assessment results take place?

**Question 1d:**

We would like to know whether your system has any policy in providing resources to support secondary mathematics teachers to conduct student assessment for formative purposes.

**Checklist:**

- i) Item banks
- ii) Battery of tests to be used
- iii) Financial resources

**Question 2a:**

Moving on, in the next questions we would like to know whether your educational system has any policies aiming to support teacher training on assessment. Firstly, we would like to ask you whether the system officially or unofficially influences the content of the teacher initial training with respect to the programs of study offered by the universities, leading to a graduate and/or post-graduate diploma in education.

If yes, does the system requires/suggests the inclusion of specific course/s that can improve teachers' skills in student assessment?

If no, is there any suggestion on how the system can influence these programs in order to directly or indirectly introduce the improvement of teachers' assessment skills (i.e. through the teacher selection system, through licencing etc.)?

**Question 2b:**

What is the official policy about teacher professional development (TPD) (in service training courses) for secondary mathematics teachers in relation to the improvement of their assessment skills?

Follow-up questions (if not mentioned):

**2b.1:** Are TPD courses provided directly by the educational system?

**2b.2:** What form do the TPD courses have (e.g., offered locally)? Are these on a volunteer basis? Is student assessment their main focus? Do they include mentoring systems for newly appointed teachers?

**2b.3:** Does the educational system provide any incentives to teachers in order to encourage them to participate in TPD courses on student assessment?

**Question 2c:**

In what ways does the system support secondary mathematics teachers to improve their assessment skills?

Checklist:

- i) School advisory bodies (*this may not be applicable for centralized systems*)
- ii) Teacher cooperation about student assessment within a school (including team teaching and exchange of visits among teachers)
- iii) Networking between schools regarding student assessment

**Question 3a:**

Which actions are followed for the establishment and/or evaluation of reforms in regard to policies and TPD on student assessment that take place in your country? Can you give us an example of a recent student assessment reform which was evaluated and what kind of evaluation was conducted?

**Question 3b:**

It would be useful if you give us information about the practices that are usually followed for the evaluation of national policy on assessment and TPD:

- i) How frequently relevant evaluation projects are undertaken?
- ii) Sources of data (e.g., views of different stakeholders, impact on learning) used in evaluating the national policy.
- iii) Focus of evaluation on investigating: a) Perceptions of different stakeholders about the appropriateness of the policy, b) Abilities of stakeholders to implement the policy, c) Impact of policy on student learning.
- iv) Period at which the evaluation data are collected: Is there a continuous evaluation system or a cross-sectional approach is used?
- v) Processes that are used in order to control the validity of evaluation instruments.
- vi) Who has access to the reports of policy reform evaluations (i.e. Officials of the ministry, Teachers, School stakeholders, Public, Others).
- vii) How evaluation data are used (If possible, provide specific examples of how evaluation results have been used in the past).

**Closing question:**

Finally, I would like to thank you for your support and for taking the time to talk with us about the educational policy on student assessment in your country. Before this interview ends, I would also like to ask you whether you would like to add any other comment about the educational policy in your country and the actions which are taken in order to support secondary mathematics teachers to conduct assessment.