NATIONAL EDUCATIONAL POLICY

1. ASSESSMENT

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

1.2. Techniques 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

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

1.4. Provision of resources to support teacher assessment (e.g. battery of tests to be used, item banks, financial resources)						
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1.5. National assessment mechanisms (if any)						
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2. TEACHER TRAINING ON ASSESSMENT (INITIAL AND IN SERVICE) AND COLLABORATION AMONG TEACHERS

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)

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2.2. Teacher professional development: in service training courses, including mentoring system for newly appointed teachers							
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2.3. Support offered by school advisory bodies (this may not be applicable for centralized systems such as Cyprus and Greece)						
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2.4. Teacher cooperation about assessment within a school (including team teaching, exchange of visits among teachers etc.)						
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2.5. Promoting networking between schools

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

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

3.1.	How frequently evaluation projects are undertaken?
3.2.	Sources of data (e.g. views of different stakeholders, impact on learning) used in evaluating the national policy.
3.3.	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)?

3.4.	Processes that are used in order to control the validity of evaluation instruments (if any).
3.5	Please indicate the focus of evaluation based on the following and provide details: 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

3.6.	Please give your views about who has access to the reports of policy reform evaluations (Officials of the ministry, Teachers, School stakeholders, Public, Others).
3.7.	Please state whether the evaluation results are used and for whom. ***In case they are used*** specify <u>how</u> they are used. If possible, provide specific examples of how evaluation results have been used in the past.

Guidelines on how to complete the tables analyzing the national policy on assessment and on Teacher Professional Development (TPD)

The policy profile is split into three main parts:

1. Policy on assessment,
2. Teacher training (initial and INSET) on assessment and cooperation among teachers regarding issues on assessment,
3. Evaluation of national policy on assessment and Teacher Professional development (TPD).

Each of these parts is split into elements of policy that are expected to be addressed. For example, policy on assessment is expected to provide suggestions on the: a) purposes of assessment (e.g., formative, summative, teacher self-assessment), b) the use of specific techniques (e.g., written tests, performance assessment, oral assessment etc.), c) reporting results etc. Under each aspect of policy there is a table that needs to be completed. Almost all of them have the same structure. More specifically, it is expected from you to write down the policy measure made in the policy documents in the **first column** of the table and then to evaluate this measure and complete the rest columns as it is explained below. **In the first column please also include the source from which the policy measure was retrieved (i.e., reference of the document)[1].**

Second Column – No clear Policy/Encouragement/Requirement/Accountability: When the content of the national/state policy recommendation mentioned in the first column is unclear (i.e., it is not clear to you what the schools are supposed to do) you should write "**no clear policy**". When schools are encouraged to implement a clear national/state policy please write "**encouragement**". If the schools are not only encouraged but also required to implement this policy, please write "**requirement**". If there is a mechanism within the system that examines whether the required national/state policy is implemented, please write "**accountability**".

Third Column – Secondary only or both primary and secondary or other: Please indicate whether the policy measure is concerned only with the secondary education by writing "**only secondary**". In case that the policy measure is not focused to a specific phase of schooling please write **"both primary and secondary" or "other"**. Where possible, please also specify whether the policy measure concerns lower or upper secondary education, or both.

Fourth column – Mathematics only or other: Please indicate whether the policy measure is concerned with mathematics only (by writing "only maths") or for mathematics and any other subject(s) by writing **"other too".**

Fifth column – In line with the literature: You will then need to evaluate the policy recommendation and decide whether it is in line with literature and/or a reference to the literature is made. If the policy measure is in line with the literature, please write **yes** whereas if it is not in line put down **no.**

Sixth column – Differentiation: Please indicate whether the recommendation is expected to be implemented in the same way by all groups of students and teachers (by writing **no** in the sixth column) or whether the needs of specific groups of students (e.g., students with special needs) or teachers (e.g., newly appointed teachers) are addressed (by writing **yes** in the sixth column).

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[1] *In case you find any relevant policy guidelines on assessment that are not included under any of the subcategories in the Table, please add them separately at the end of the Table.*

Seventh column – Period of establishment: In the seventh column you need to write down the **year** this policy measure was made. In case that a change in the relevant policy took place please write also the word **Adjustment** next to the year that this change took place.

Please bear in mind that under 2.2. (i.e., policy on teacher professional development page 7) an extra column is added. To complete the **eighth column** (**who is offering and where?)** please put down who is offering the INSET course (e.g., university, ministry). If the policy measure refers to school based courses, please write school based next to the organization that is expected to offer it.

In regard to the evaluation policy, we would like to have the views of each country team about the national evaluation mechanisms that exist in each country. For this section, both, partners from the university institutions and the Ministries are expected to provide their views and reach consensus. Based on the common views that will derive, please answer the seven questions included in the profile by considering how evaluation of national policy on assessment and evaluation of TPD usually takes place in your country.

The first question expects you to refer to how frequently evaluation of national policy takes place. By considering the main reforms on assessment policy and policy on TPD in assessment which took place since 2010, please mention whether all the reforms have been evaluated and/or designed by considering evaluation results of the assessment practice and TPD in assessment.

The second question is concerned with the type of data that are usually collected in order to evaluate national policies. We expect you to mention whether any of the following sources of data are used: a) perceptions of different stakeholders and if so whom (e.g., parents, students, teachers etc.), b) measures about the impact that the reform had on student learning, c) views expressed from the wider community (e.g., press, political parties), d) direct measures of the quality of practice addressed by the reform (i.e., teacher assessment practice and/or TPD courses and their characteristics).

The third question is focused on the period at which evaluation takes place. We would like to know whether a continuous evaluation system exist or different mechanisms are used each time to evaluate a specific reform. It is also important to refer to the design used to evaluate the policy and especially whether a cross-sectional or a longitudinal study is conducted.

The fourth question is also about the quality of the mechanisms used to evaluate reform policies but concentrates on the instruments which are used to collect data and whether the validity and reliability is systematically investigated. Please explain how the properties of the instruments used to collect data are examined and whether the reports refer to their properties.

In regard to the fifth question, the focus of evaluation has to be mentioned. We would like to know whether the evaluation of policy is only concerned with the perceptions of different stakeholders or whether the abilities of stakeholders to implement a policy as well as its impact on student learning outcomes are examined.

The sixth question has to do with the reporting of the results. Specifically, you should refer to the access of the reports to different stakeholders (officials of the ministry, teachers, school stakeholders, public, others).

The seventh question has to do with the use of the results. In particular, whether the results are used for formative or summative reasons. For example, they could be used to inform policy makers to design new projects or to improve the current ones. Evaluation results could also be used for cost-effectiveness reasons which may lead to the cancellation of a program.