

Some Reactions to International Education Assessments: Cautions, Conundrums, and Common Sense

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An Observation

- Report begins by giving information about the most well-known ILSAs
 - Two from IEA – TIMSS and PIRLS
 - Two from OECD – PISA and PIAAC
- Continues to talk collectively about ILSAs as if they all the same

Perspective from TIMSS & PIRLS

- Little recognition of essential role of countries
- Countrycentric - country collaboration essential
- Countries responsible for collecting the data
- Countries drive project priorities
 - Frameworks, items and questionnaires, analysis and reporting

PIRLS Evolves and Grows with Each Assessment

- 2001** Purposes for Reading (8 passages)
- 2006** Added comprehension processes (10 passages)
- 2011** Assessed with TIMSS – Reading, Math, Science same students; prePIRLS
- 2016** Integrated PIRLS/PIRLS Literacy (20 passages); ePIRLS (5 tasks)
- 2021** Transition to digitally based assessment, while retaining paper version

Country Partnerships Fundamental

- IEA not a governmental organization
- 60-70 countries join TIMSS and PIRLS because they find the data useful
- IEA's TIMSS & PIRLS International Study Center dedicated to doing the work of TIMSS and PIRLS
 - Framework, test, and questionnaire development, operations procedures, data analysis and reporting

About the Key Messages

- Most suggestions are reasonable
 - ...but expensive
- TIMSS and PIRLS already provide high quality system level data at very low cost/student
- So, IEA does not have extra resources to implement these ideas

However...

Any Country with Resources Can:

- Spend more time working with news media
- Have a board to monitor their participation
- Benchmark states, districts, or cities to have data for smaller jurisdictions
- Conduct analyses to spur reforms
- Add a longitudinal aspect
- Supplement questionnaire data with data from other sources

THANK YOU!

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