

The following development partners and their experts contributed to the development of NAG.



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ပညာရေးဝန်ကြီးဌာန

The Government of the Republic of the Union of Myanmar
Ministry of Education



National Assessment Guidelines for Basic Education (NAG)

မြန်မာနိုင်ငံစာစစ်ဦးစီးဌာန

Department of Myanmar Examinations



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ဥရောပသမဂ္ဂ၏ ဘဏ္ဍာရေးထောက်ပံ့မှု

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First Edition
September, 2020

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DEVELOPMENT OF THE NATIONAL ASSESSMENT GUIDELINES FOR BASIC EDUCATION (NAG)

September 2019 to Jan 2020 - Assessment and Education experts from the Assessment and Education Reform Support Program (AERS) visited several times with the National Education Policy Commission (NEPC), Department of Basic Education (DBE), Department of Education Research, Planning and Training (DERPT), Department of Higher Education (DHE), Department of Myanmar Examinations (DME) , and Development Partners (DPs) and developed a Concept Note for the **National Assessment Guidelines (NAG)**.

6 February 2020 - A **NAG** working group meeting was held at the DME office No (52) in Nay Pyi Taw for initial planning, scope and content guidance. This included members from the NEPC, the National Curriculum Committee (NCC), the National Accreditation and Quality Assurance Committee (NAQAC) and the officials from the Department of Alternative Education (DAE), DBE, DME, DHE, DERPT, Department of Technical and Vocational Education and Training (DTVET), and AERS.

6 March 2020 - Following discussions with the NEPC, NCC, NAQAC, DAE, DBE, DERPT, DHE, DME, and DTVET, the second NAG High-Level Meeting was held at the Department of Myanmar Examinations (DME) office No (52) in Nay Pyi Taw. DME presented the content of the **National Assessment Guidelines (draft)** and received valuable comments on chapters and headings to be included in NAG.

14 March 2020 - The third NAG High-Level Meeting was held at the DME office at the Parami Road, Yangon which provided additional supportive comments and input from the NEPC, NCC, NAQAC, DERPT, DME, Yangon University of Education (YUoE) ,Sagaing University of Education (SUoE) , Yangon Region Education Office, Yangon Region District Education Officers, Hlegu Education College, Thingangyun Education College, Yankin Education College, EYE, CREATE, retired assessment experts and AERS. DME presented the content of the **National Assessment Guidelines (draft)** and received valuable comments on chapters and headings to be included, deleted and edited in **NAG**.

April 2020 - A team of international and national assessment and education experts, supported by AERS Myanmar staff, drafted the chapters of the **NAG** in collaboration with DME and with input from DBE, DERPT, DHE and DME.

May 2020 - The draft **NAG** chapters were revised to incorporate valuable advice and comments from the NEPC, NCC, NAQAC, DBE, DERPT, DHE and DME.

21 May 2020 - A "Policy Advisory Group " that include Director Generals and Deputy Director Generals from DBE, DERPT, DHE and DME was established by the Ministry of Education with letter no. (8435/2020) to provide guidance on writing the **NAG**.

11 June 2020- DME hosted a zoom meeting presenting a draft of NAG English version and key points for discussion to members of the **NAG** Advisory Committee who were drawn from key departments. The NAG was revised to incorporate valuable advice and comments from the NEPC, NCC, NAQAC, and officials from DBE, DERPT, DHE, DME and AERS.

23 July 2020 – Under the leadership of the Union Minister of the Ministry of Education and the Chair of the NEPC, the Myanmar version of the **NAG** was finalised with further expert guidance from the NEPC, NCC, NAQAC, DBE, DERPT, DHE and DME via a zoom meeting.

27 July 2020 and 28 July 2020 - The **NAG** was finalised in accordance with detailed guidance provided by the Chair and members of the NEPC, the Chair and members of the NCC and the members of the NAQAC during meetings held at their offices.

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**CHAPTER - 3 | ASSESSMENT AND
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**CHAPTER - 4 | ASSESSMENT AND
LEARNING**



**CHAPTER - 5 | ENSURING QUALITY
IN ASSESSMENTS**



**CHAPTER - 6 | KEEPING RECORDS
AND REPORTING**



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LIST OF ABBREVIATIONS

BE – SQASF	Basic Education School Quality Assurance Standards Framework
BECF	Basic Education Curriculum Framework
CPD	Continuous Professional Development
DBE	Department of Basic Education
DERPT	Department of Education Research, Planning and Training
DME	Department of Myanmar Examinations
MAS	Minimum Achievement Standards
NAG	National Assessment Guidelines
NAP	National Assessment Policy for Basic Education
NAQAC	National Accreditation and Quality Assurance Committee
NCC	National Curriculum Committee
NEPC	National Education Policy Commission
NESP	National Education Strategic Plan

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CHAPTER - 1

THE NATIONAL ASSESSMENT GUIDELINES

OVERVIEW

- 1 | These **National Assessment Guidelines (NAG)** for Basic Education are a bridge between the policies set out in the **National Assessment Policy (NAP)** (tier 1¹) and the details of assessment practices (tier 3).

This document:

- (a) reflects future best practice in assessment, and teaching and learning in Myanmar
 - (b) frames assessment best practices already embedded in the Myanmar curriculum.
- 2 | The **National Assessment Guidelines (NAG)** provide the overarching view of assessment protocols and practices included in the **National Assessment Policy (NAP)** and the **National Education Law**.
- 3 | The **NAG** therefore apply to all assessments of a learner's competences in the context of the **Basic Education curriculum**.

BACKGROUND

- 4 | The Myanmar curriculum expects
- (a) The development of knowledge, understanding, skills, attitudes and competences²
 - (b) Learner-centred teaching³
 - (c) An assessment system that improves student learning achievement.⁴

¹ To understand what constitutes a tier 1 or tier 3 document please refer to the **National Assessment Policy (NAP)**

² Section 3 (b) **Basic Education Law 2019**

³ Section 4 (g) **Basic Education Law 2019**

⁴ Section 19 (a) **Basic Education Law 2019**

5 | The National Education Law expects Basic Education to produce

- (a) all-rounded citizens with critical and analytical thinking skills⁵
- (b) citizens with good character who understand and accept diversity, respect equality, know responsibility, are accountable, and who value democratic practice⁶.

This has significant implications for assessment policy and practice.

6 | Assessment is an integral component of learning. *Assessment tracks learning progress, informs teaching practice and demonstrates learners' achievements.*⁷ Assessment must reflect the National Education Law's wider definition of learning aligned with the breadth of the curriculum. Accordingly, the NAG are explicit concerning the nature of learning and education that underpins Myanmar's educational vision.

7 | These National Assessment Guidelines:

- (a) describe a model of teaching and learning
- (b) provide a framework for aligning assessment with curriculum, syllabuses, learning outcomes and achievement standards;
- (c) guide the development of assessment support materials to ensure alignment with learning goals;
- (d) help teachers to develop lessons that promote learning;
- (e) outline how to develop criteria with which to assess and evaluate student learning.

8 | The new curriculum focuses on 21st century skills, soft skills (including personal development and employability skills) and higher-order thinking skills⁸. The curriculum can be supported by developing clear statements of national achievement standards. The purpose of these standards is to make a public statement of what constitutes quality, and so include learning goals that identify what students should know and be able to do in each subject at each grade level.

9 | National achievement standards can be used to describe standards of learning through three components:

- (a) statements of the expected learning outcomes in each subject at each grade in the form of a nationally agreed achievement standard
- (b) an assessment program which establishes performance levels through measuring learning in terms of the achievement standards
- (c) a reporting program that describes learning

10 | Assessment is a key part of achieving the national standards.

⁵ Section 39 (a) National Education Law 2014 (Amendment of the National Education Law 2015)

⁶ Section 39 (c) National Education Law 2014 (Amendment of the National Education Law 2015)

⁷ National Assessment Policy for Basic Education (NAP) pg - 6

⁸ National Education Strategic Plan (2016-2021) pg - 18

STRUCTURE OF THE NATIONAL ASSESSMENT GUIDELINES

11 | The NAG consists of six chapters, including this introductory

CHAPTER 1

which also includes a table of specific requirements which operationalise the policies set out in the NAP.

CHAPTER 4

describes different forms of assessment, how they are related to learning and how each form may be used.

CHAPTER 2

presents models that describe the learning and teaching process and how these can help in improving teaching practices and learning outcomes.

CHAPTER 5

explains the quality assurance mechanisms required for assessment, including marking and reporting across the four pillars, and targeting of assessment practices.

CHAPTER 3

describes the relationship of assessment with curriculum, syllabus objectives, learning outcomes and achievement indicators. It describes how achievement in a subject over time can be assessed and reported using achievement standards.

CHAPTER 6

describes general principles for record-keeping about student progress as reflected by formal and informal assessment results.

LEARNING AND ASSESSMENT

- 12 |** Learning is the focus of the education system, while assessment is an intrinsic part of the learning and teaching processes. To teach effectively, teachers must understand what each of their students know and can do. It is assessment that provides this understanding – **good assessment informs good teaching.**

"We must begin to evaluate our assessments in terms of both the quality of the evidence they yield and the effect they have on future learning.

*High-quality assessments encourage further learning; low-quality assessments hinder learning."*⁹

- 13 |** Unless assessment contributes to good learning outcomes, it must not be used in the school. **Assessment itself must reflect best assessment practice and accurately measure the learning outcomes it is intended to evaluate.** The use of good assessment practices is only important because it leads to better learning. The **NAG** therefore have as their focus not only the assessments themselves, but also how these contribute to the education system; data from assessments reinforces and drives good teaching and learning.

WHAT IS TO BE ASSESSED?

- 14 |** Myanmar's Sustainable Development Plan (2018 – 2030) outlines an action plan to "develop a comprehensive national curriculum which will provide our youth with 21st century skillsets to enable them to serve the nation as drivers of a competitive, innovative and creative economy" which will lead to the strategic outcome that

*"All school children develop knowledge, skills, attitudes and competences that are relevant to their lives, and to the socio-economic development needs of 21st century Myanmar"*¹⁰.

⁹ Stiggins, R. (2007). Assessment through the student's eyes. Educational Leadership, 64(8), 22-26

¹⁰ Myanmar Sustainable Development Plan(2018-2030) pg - 42

- 15 |** Assessment is a teaching and learning strategy that links curriculum with learning outcomes. Accordingly, assessment of students must reflect the curriculum. The NAP requires "assessment of student learning within the national Basic Education Curriculum Framework".
- 16 |** The Basic Education Curriculum Framework lists "Myanmar, English, Mathematics, Science, Social Studies (Geography), Social Studies (History), Life skills, Physical Education, Moral and Civics, Aesthetics (Music and Art), Local Curriculum... [and] especially, 21st century skills" as the main areas of study. These collectively provide learners with the academic knowledge, the five strengths, and 21st century skills they need to be successful. Knowledge, understanding, skills, and competences are assessed through four pillars of assessment. In particular, the NAP calls for classroom-level assessment to "promote active learning, including engaging students in discussion and dialogue in the classroom and promoting ...Critical Thinking, Reasoning and Problem Solving, Collaboration/ Group work, Communication/Interpersonal Skills, Creativity and Innovation, Citizenship and Sustainable development". The NAG establish requirements and guidance that enable this.

PURPOSES OF ASSESSMENT

- 17 |** The NAP identifies assessment as taking place through four pillars of assessment. Each pillar uses assessment in slightly different ways to fulfil slightly different functions. It is important for educators and education stakeholders to understand the different functions of each pillar. The four pillars and their specific functions are described in Figure 1.1.

FIGURE 1.1 FOUR PILLARS OF ASSESSMENT

PILLAR 1	CLASSROOM-LEVEL ASSESSMENT <ul style="list-style-type: none"> Identifies, on a continuing basis, opportunities for improving student learning and guides teacher instruction Provides regular feedback about a learner's progress Primarily formative
PILLAR 2	SCHOOL-BASED ASSESSMENT <ul style="list-style-type: none"> Measures student achievement at prescribed stages throughout school year Used as criteria for progression to the next grade in some grades Primarily summative but includes formative elements
PILLAR 3	PRIMARY, MIDDLE AND HIGH SCHOOL COMPLETION ASSESSMENT <ul style="list-style-type: none"> Evaluates and certifies individual student learning achievement at the end of each phase of basic education The complete range of students' knowledge, skills, and competences must be assessed Summative, formal, standardised high-stakes assessment
PILLAR 4	SAMPLE-BASED LEARNING ASSESSMENTS <ul style="list-style-type: none"> Provides information about the state of learning in the country as a whole, including on equity in learning Provides information to influence education policy, reform and resource allocation
HIGH QUALITY ASSESSMENT ENCOURAGES GOOD LEARNING OUTCOMES	

- 18** | A central purpose of assessment is to identify, on a continuing basis, opportunities for improving student learning. Figure 1.1 refers to two major purposes of assessments – **formative** and **summative**. Collection of student learning information to respond to students' individual needs in a timely manner is referred to as formative assessment. Assessment that plays a vital role in reporting on learners' achievements against achievement standards is referred to as summative assessment.
- 19** | Assessment that takes place in all four pillars will sample the full range of students' knowledge, understanding, skills, and competences as described in **the learning outcomes¹¹** for each syllabus at each grade.
- 20** | In addition to these main purposes of improving and certifying learning achievement, assessments support accountability and quality assurance of schools and provide evidence to policy makers for analysis of how well schools and systems achieve the goals of education, reporting, and improvement strategies.

OPERATIONALISING THE NATIONAL ASSESSMENT POLICY WITH SPECIFIC REQUIREMENTS FOR ASSESSMENT

- 21** | These **National Assessment Guidelines** for Basic Education are the bridge between the National Assessment Policy and the details of assessment practices. As a key part of this the NAG includes a list of specific requirements in paragraph 25 that apply to all assessments of a learner's knowledge, skills and competences in the context of the Basic Education curriculum.
- 22** | The logic and principles behind these requirements detailed in paragraph 25 is set out in the chapters that follow. These chapters describe, explain and make suggestions about good assessment practice, and set some specific requirements.
- 23** | These requirements are needed to operationalise the principles and policies set out in the NAP in a way that supports decisions by different agencies with responsibilities for assessment.

¹¹ Subject knowledge, 21st century skills, soft skills, and higher order thinking skills are examples of learning outcomes.

24 | The NAP identifies decision-makers who must use the requirements specified in the NAG:

- a. **TEACHERS and SCHOOLS** make decisions about the nature and use of classroom assessment
- b. **SCHOOLS** make decisions about the nature and use of classroom assessment, the nature and use of school-based assessment and student preparation for completion assessment
- c. **DME** supports the development of tier 3 “tools and instruments” that meet these requirements and about the alignment of completion assessments with these requirements
- d. **DERPT** make decisions about compliance of relevant departments and institutions with these requirements
- e. **DBE** make decisions about the alignment of the implementation of classroom assessment, school-based assessment and completion assessment with these requirements
- f. **CURRICULUM DEVELOPERS** make decisions about assessment practices
- g. **UNIVERSITIES OF EDUCATION AND EDUCATION COLLEGES** make decisions about the assessment component programs of teacher education and continuing professional development (CPD)
- h. **EDUCATION OFFICES** make decisions about the needs for capacity development and CPD for examinations that meet these requirements
- i. **NEPC** supports and guides decisions about policy, **NCC** guides, reviews and approves assessments to ensure congruence with the curriculum, **NAQAC** coordinates quality assurance activities

25 | The complete list of specific requirements appears at the end of this chapter together with reference to the chapter in which each is discussed.

LIST OF SPECIFIC REQUIREMENTS FOR ASSESSMENT UNDER THE NATIONAL ASSESSMENT POLICY

TOPIC 1

LINKING CURRICULUM AND ASSESSMENT

REQUIREMENT

- 1.1. Each syllabus specifies objectives, learning outcomes and achievement indicators.
- 1.2. Each syllabus specifies learning outcomes in terms of knowledge, skills and competences.
 - 1.2.1. 'Knowledge' means both information (theoretical or practical) and understanding through analysis, reflection and evaluation.
 - 1.2.2. 'Skill' means the abilities required to apply knowledge to specific tasks.
 - 1.2.3. 'Competence' means the ability to apply knowledge and skills in real world contexts.
- 1.3. Each syllabus requires knowledge, understanding, skills and competences.
- 1.4. Each syllabus specifies one or more achievement indicators for each learning outcome.
 - 1.4.1. An 'achievement indicator' is one or more specific and measurable characteristics of actions that show students' abilities.
- 1.5. There is a clear and evident link between each achievement indicator and the learning outcome it measures.

SEE DETAILS IN **CHAPTERS 2 AND 3**

TOPIC 2

REQUIREMENT

KEY CHARACTERISTICS OF ASSESSMENT

- 2.1. Each assessment has a well-defined purpose linked to student learning.
- 2.2. There is good evidence that the intended uses and interpretations of the information produced by an assessment are reasonable.
- 2.3. In classroom-level assessment:
 - 2.3.1. Assessment is used to ensure teachers can give students, parents and the school useful, accurate and timely information about student progress in terms of learning outcomes.
 - 2.3.2. Assessment is used to align teaching with students' needs and to improve their learning.
 - 2.3.3. Assessment techniques include systematic observation of individuals and group work.
 - 2.3.4. Assessment includes students being reviewers and self-assessors of their work.
- 2.4. In classroom-level assessment, school-based assessment and completion assessments:
 - 2.4.1. Each assessment provides each student with a fair opportunity to show what the student knows and can do.
 - 2.4.2. Each assessment is designed to assess what students know and can do as specified in one or more achievement indicators.
 - 2.4.3. Consistent with curriculum and syllabus requirements, assessment includes assessment of 21st century skills.
 - 2.4.4. Students are told what an assessment is designed to assess and its alignment with learning outcomes.
 - 2.4.5. Results on assessments are determined as soon as possible.
 - 2.4.6. Students are told their results and how to understand their results in terms of their development of knowledge, skills and competencies.

SEE DETAILS IN **CHAPTERS 4**

TOPIC 3

ACHIEVEMENT STANDARDS

REQUIREMENT

- 3.1. Each school-based and completion assessment must be designed to measure and report results in terms of 'achievement standards'.
- 3.2. An 'achievement standard' describes simply and clearly what students at this standard have shown they know, understand and can do.
- 3.3. Achievement standards provide standards against which individual, grade, school and national achievement can be monitored.
- 3.4. Each achievement standard is aligned with 'key learning outcomes' and related achievement indicators in a syllabus.
- 3.5. Key learning outcomes are those that a student must learn at one grade level to engage successfully with learning in the next grade.
- 3.6. Key learning outcomes include knowledge (including understanding and application of that learning), skills and competences.
- 3.7. Each achievement standard provides an explicit description of four levels of performance.
- 3.8. Performance levels in achievement standards may be labelled Excellent, Good, Satisfactory and Needs to be improved with letter codes A, B, C, D.
- 3.9. The highest performance level in achievement standards ('A') must require 'mastery' as defined in the NAP – as a student who achieves the required learning outcomes and is able to apply knowledge, understanding and skills creatively in more complex situations.

SEE DETAILS IN **CHAPTERS 3**

TOPIC 4

ASSESSING AND REPORTING STUDENTS' PERFORMANCE ON SCHOOL-BASED OR COMPLETION ASSESSMENTS

REQUIREMENT

- 4.1. A decision about a student's level of performance on a school-based or completion assessment is:
 - based on evidence from the assessment about what the student knows and can do
 - not based on normative or comparative judgments.
- 4.2. A school-based or completion assessment may use one or more of the following types of items ('questions'):
 - forced-choice items, where the student must select a response from two or more choices
 - constructed response items, where the student writes a short response to a task or question
 - extended response items, where the student writes at length using a structure required or allowed by the item
 - performance tasks¹²
- 4.3. Forced choice items must have one possible response that is clearly the 'best' or 'correct' response. There must be good reasons for considering the other responses to be 'wrong', 'incorrect' or 'inappropriate'.
- 4.4. Scoring or marking of each constructed response, extended response item or performance task must use clear descriptions ('rubrics') of the characteristics or qualities of a response.
- 4.5. A 'rubric' must give equal credit to different but equally valid ways to respond to the item or task.

SEE DETAILS IN **CHAPTERS 5**

TOPIC 5

STUDENT PROGRESS

REQUIREMENT

- 5.1. Evidence of improvement of students' learning requires measurement of their progress.
- 5.2. The measurement of progress requires alignment of the curriculum, teaching and assessment.

SEE DETAILS IN **CHAPTERS 2**

¹² A performance task is an assessment that seeks evidence of learning through asking students to produce something or to do something.

TOPIC 6

REQUIREMENT

QUALITY ASSURANCE

- 6.1. All types of assessment (classroom, school, completion and sample-based) at all levels of schooling must be supported by effective quality assurance systems and periodically evaluated.
- 6.2. For classroom-level assessment the essential requirements of a quality assurance system include ensuring that
 - 6.2.1. professional development programs in the techniques for effective classroom assessment are provided for teacher trainers, current and future teachers, school leaders and education officers
 - 6.2.2. teachers have access to resources that support them to do classroom assessment focused on students' knowledge, skills and competences as required by syllabuses.
 - 6.2.3. teachers use multiple assessment methods to support valid and reliable assessment of students' learning
 - 6.2.4. support materials and guidebooks provided to teachers meet the requirements of the National Assessment Guideline
 - 6.2.5. there is formal monitoring of the quality of classroom-level assessment at school, township, district, regional and national level and its compliance with the requirements of the National Assessment Guideline.
- 6.3. For primary, middle and high school completion assessments, the essential requirements of a quality assurance system include measures to ensure each assessment is:
 - 6.3.1. developed by an appropriately trained and resourced team
 - 6.3.2. thoroughly and comprehensively described in a publicly available framework document that includes statements of purpose, test design, validity issues and the knowledge, skills and competences that are to be assessed

6.3.3. supported by processes that ensure

- it is reliable, valid (has usability and is fit for purpose) and fair
- it is administered in ways that are standardized, monitored and documented
- final results are free from discrepancies and errors, appropriately stored and documented
- technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the examination/test results. Any analytical results are fully documented and reproducible.
- results reported on certificates are valid and valued and can be authenticated
- results are reported in ways that promote appropriate and effective use of the assessment data and results by stakeholder groups.

6.4. For sample-based learning assessments, the essential requirements of a quality assurance system include measures to ensure that each sample-based learning assessment

6.4.1. is implemented with sample groups from a clearly defined population

6.4.2. includes the collection of relevant background and contextual variables

6.4.3. reports on the impact of any incompleteness or other bias in the sample groups in design or implementation

6.4.4. is developed by an appropriately trained and resourced team

6.4.5. is thoroughly and comprehensively described in a publicly available framework document that includes statements of purpose, rationale for the collection of background and contextual information, test design, validity issues and the knowledge, skills and competences that are to be assessed

6.4.6. is supported by processes that ensure

- it is reliable, valid has usability and is fit for purpose and fair
- the sampling process is documented to demonstrate appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results
- it is administered in ways that are standardized, monitored and documented
- final results are free from discrepancies and errors, appropriately stored and documented
- technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the examination/test results. Any analytical results are fully documented and reproducible
- results are reported in ways that promote appropriate and effective use of the assessment data and reports by stakeholder groups.

SEE DETAILS IN **CHAPTERS 5**

TOPIC 7

REQUIREMENT

RECORD KEEPING

- 7.1. The costs of record keeping in time and resources must match the value of these records to achieving the purpose of the assessment.
- 7.2. Record keeping protects personal privacy.
- 7.3. Teachers keep records so that they can identify those learners who need additional assistance, those who are learning as expected and those who are exceeding expectations.
- 7.4. Schools keep accurate records of student achievements.
- 7.5. Authorities (for example, townships and districts) keep accurate records of completion examinations
- 7.6. Agencies responsible for assessments at national level keep comprehensive records and protect individual privacy.

SEE DETAILS IN **CHAPTERS 6**

TOPIC 8

REQUIREMENT

CPD (INCLUDING TEACHER EDUCATION)

- 8.1. Teacher CPD and initial professional development programs about assessment are designed to be effective in terms of their impact on classroom and school assessment practices.
- 8.2. The effectiveness of teacher CPD and initial professional development programs about assessment is regularly evaluated in terms of their impact on classroom and school assessment practices.
- 8.3. CPD programs for those developing completion assessments and sample-based learning assessment are designed to be effective in terms of their impact on assessment practices.
- 8.4. The effectiveness of CPD programs for those developing completion assessments and sample-based learning assessments is regularly evaluated in terms of their impact on assessment practices.

SEE DETAILS IN **CHAPTERS 5**

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CHAPTER - 2

LEARNING AND TEACHING

OVERVIEW

- 26 | This chapter describes learning and teaching approaches and processes that support students in learning. The nature of these approaches and processes directs the design of assessments to improve learning.
- 27 | **Learning** is the process of acquiring and developing knowledge, understanding, skills and competences through being taught, experiencing or studying. Learning occurs both naturally as a consequence of daily activities, and intentionally through engagement in formal or informal studies.
- 28 | **Teaching** is the process of helping a student to develop knowledge, understanding skills and competences. Teaching practices vary according to the nature of what is being taught and the capacities and characteristics of the student.

A MODEL FOR LEARNING AND TEACHING

29 | The Basic Education Law prescribes the implementation of effective learning-centred approaches.¹³

30 | A learner-centred approach means a learning environment in which teachers:

- (a) draw on their knowledge of key subject matter and of human development
- (b) recognise their own habits of mind and responsibilities as a professional
- (c) are aware of the interpersonal dynamics that impact teacher-student relationships
- (d) have a repertoire of teaching practices that motivate students to engage with the curriculum and lead them toward mastery.

31 | A learner-centred approach is focused on identifying each student's needs and linking these with providing learning opportunities that will enable the student to be successful. A learner-centred approach is characterised by a classroom in which

- (a) both teachers and students dynamically engage in learning activities
- (b) both the voices of the teacher and students are heard
- (c) students are empowered to question, explore, reflect, practice, and demonstrate their learning.



¹³ Section 4(g) Basic Education Law 2019

- 32 |** A learner-centred approach is necessary because of the nature of basic education goals. The basic education curriculum requires the creation of self-learning opportunities – which means that learners must take more responsibility for their learning. The curriculum requires students to develop knowledge and understanding as well as attitudes and skills – which means that students must be provided with the opportunity to explore and analyse what they are learning, to be curious, to make decisions, and to engage in critical thinking. Teachers must create safe learning environments that support students in these activities.
- 33 |** The curriculum also highlights the need for students to learn modern technologies such as information and communication technology and environmental conservation skills, to consider how to apply their learning to the practicalities of daily life, and to develop participation and collaboration skills. These learning goals require active engagement by students, but in a supportive environment facilitated by their teachers.
- 34 |** With a learner-centred approach, teachers must continuously monitor and evaluate student progress and performance. Teachers must focus on what students learn rather than on covering the curriculum.
- 35 |** The model for learning and teaching aligns holistic education objectives¹⁴ with a learner-centred teaching and learning approach. It emphasizes the development of individuals with knowledge, skills, and expertise that are useful to the whole Myanmar society according to Myanmar Curriculum and Curriculum Standard¹⁵. The model values acquisition of **knowledge, understanding, skills and competences**, and their effective use through creative application in complex situations.
- 36 |** The application of knowledge to new situations draws on development of higher order thinking skills. Taxonomies such as **Bloom's taxonomy of cognitive learning** and the **Structure of the Observed Learning Outcome (SOLO)** provide useful tools to ensure that teaching practices facilitate the development of understanding and higher order thinking skills. Of course, acquisition of knowledge remains central to the learner and teacher experiences. The foundational processes of recall, understanding, and application, form the basis on which higher order skills and deeper learning can be built.

¹⁴ Section 3 National Education Law 2014 (Amendment of the National Education Law 2015)

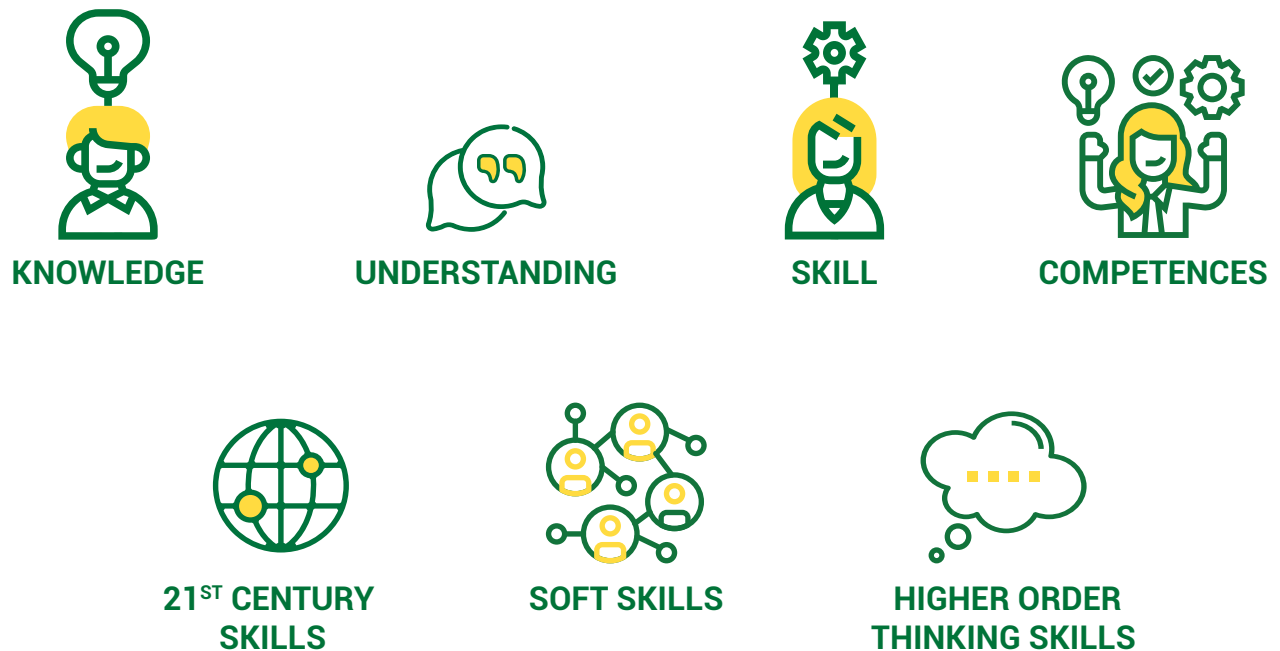
¹⁵ Section 39 (b) National Education Law 2014 (Amendment of the National Education Law 2015)

LEARNING

37 | The Basic Education Vision for students includes

- (a) the valuing of civic virtues, democratic principles and human rights¹⁶
- (b) becoming accountable and dutiful, inquisitive and open-minded, exploratory and innovative¹⁷
- (c) applying knowledge and skills to promote environmental conservation and sustainable development ¹⁸

38 | These goals will be achieved by learning through subject studies; demonstrating understanding through application of 21st century skills such as communication, collaboration and group work, creativity and innovation, critical thinking and problem solving, and citizenship¹⁹; developing soft skills such as personal development and employability; and higher order thinking. As a result of this learning, students will demonstrate five strengths²⁰ shown in Figure 2.1.



¹⁶ Section 3 (c) Basic Education Law 2019

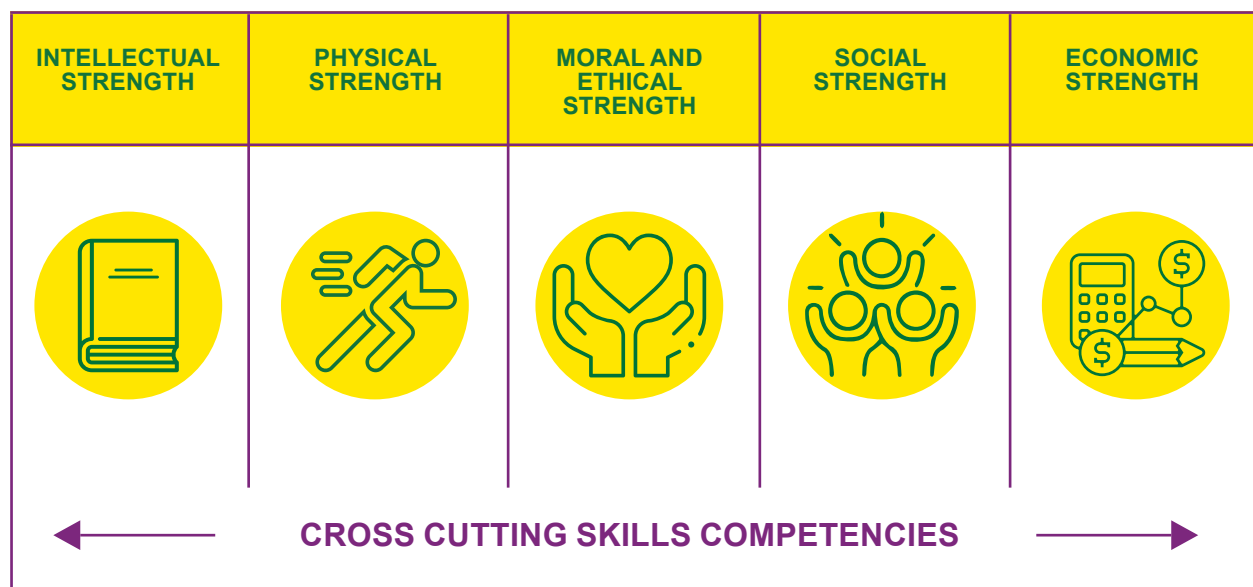
¹⁷ Section 3 (d) Basic Education Law 2019

¹⁸ Section 3 (f) Basic Education Law 2019

¹⁹ G6_New Assessment Format DBE

²⁰ <https://createmm.org/en>

Figure 2.1 The learning goals



- 39** | A key requirement of the Basic Education Curriculum is that students acquire deep understanding and skills so that they can apply their knowledge. Rote-learning alone will not meet this requirement.
- 40** | As students learn across the curriculum, they begin to see associations between elements. They then start to see elements as part of a whole. Next they relate these part-whole understandings to other concepts and contexts. This ability to apply knowledge creatively in new or more complex situations is a key requirement of the curriculum.
- 41** | These competences take time to acquire, and the need to "build up skills incrementally" is noted in the NAP. Students are expected to demonstrate mastery of their studies through application of learning, rather than through the remembering of facts.
- 42** | The teacher's goal is to support all children to succeed through clear communication of what is required, in terms of curriculum goals, and in terms of the assessments that are provided to check progress against these goals.
- 43** | While individual students will demonstrate knowledge, skills and competences across the five strengths in different ways and to different degrees, all students should be encouraged to progress and be recognised for their learning.

TEACHING

- 44 | Teachers guide learners to acquire and apply knowledge and develop the skills to act creatively in new situations. Teachers draw on their subject area expertise and communicate this in a way that is matched to students' individual level of development. To engage students in a positive learning environment, teachers must be capable of reflection about their own teaching practices and communication skills. To engage students in learning, teachers must know each student's current level of learning – or "learning readiness". With this information, the teacher can select best teaching practices for different learning goals and for different students at different stages of development.
- 45 | Teachers choose teaching practices that are consistent with the curriculum, with the requirements of syllabuses and with their understanding of their students' readiness to learn. These practices will be selected while keeping in mind the concept of positive teacher-student relationships and ensuring no harm to students' physical and emotional wellbeing.
- 46 | In practice, teachers will lead their students through a series of steps to enable students to build their knowledge and understanding. Teachers may therefore work within a teaching and learning cycle. These cycles are best implemented with a mix of teaching styles and practices so that the teacher and learner explore and identify approaches best suited to particular learning goals. Accordingly, this teaching-learning cycle works best by developing different approaches within this flexible framework.
- 47 | A general approach to learning might take the form of **introduction, exploration, and application**.
- (a) Introduction: the teacher introduces the concepts, principles, and underpinning knowledge
 - (b) Exploration: learners are led on a journey to build on their existing knowledge
 - (c) Application: learners apply concepts to new situations and synthesise with existing learning.
- 48 | This introduction, exploration, application cycle requires that learners are provided with opportunities to practice. Teachers should encourage students to engage actively with content and build connections between information in order to develop deeper understandings of their world.

49 | The teacher is crucial to this cycle, introducing, explaining and guiding the learners. But the cycle assumes that the learner is active in their own learning rather than relying on memorisation alone. Teachers and learners must engage actively in a dialogue to help students practice active learning – a key part of this dialogue is the formal and informal assessment that happens both in the classroom and at school level. Assessment gives teachers vital information about where students are in their learning and what they need to learn next.

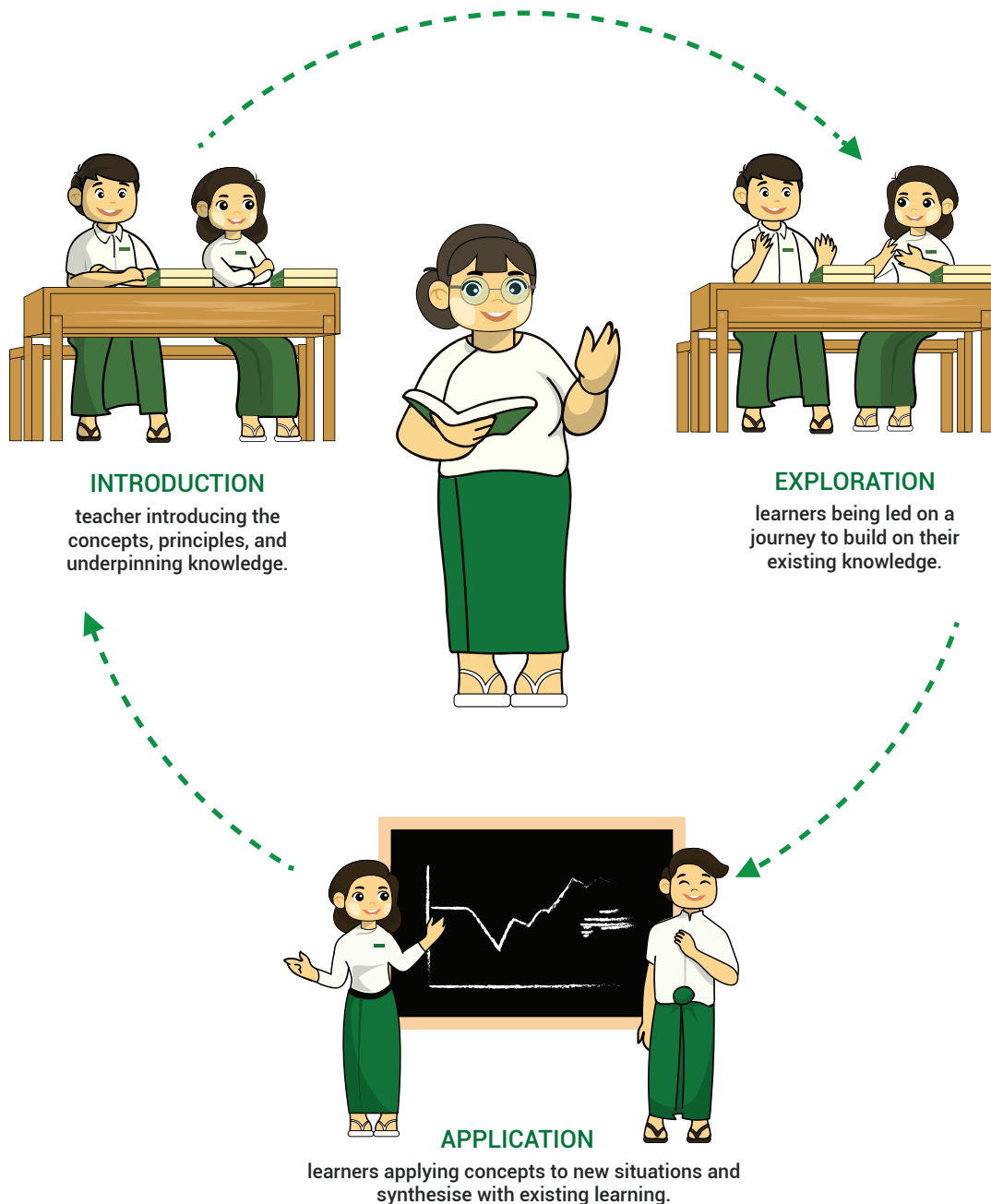
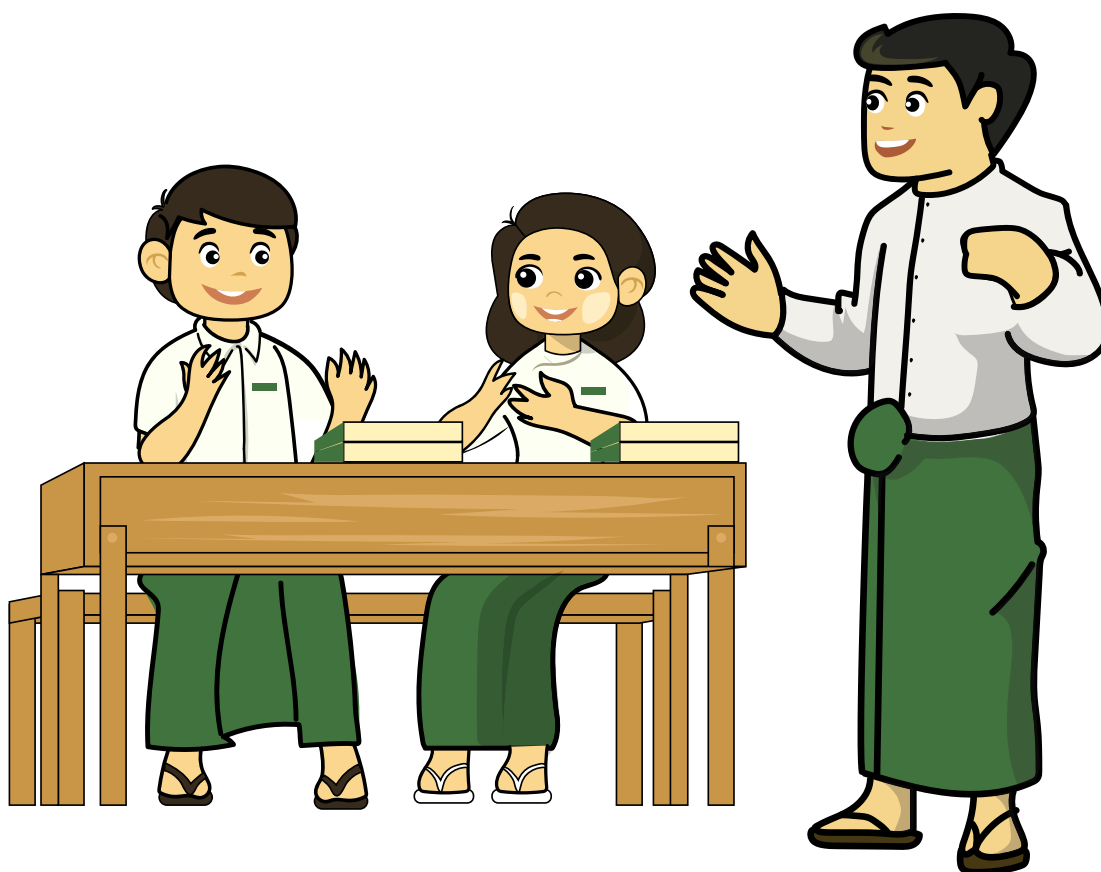


Figure 2.2 TEACHING-LEARNING CYCLE

- 50 | This teaching approach aligns with Basic Education Curriculum, including the importance it places on learning concepts, problem solving processes, and understanding basic principles.



IMPROVING LEARNING OUTCOMES

- 51 | To complement the model of teaching and learning described in this chapter, assessments must be aligned in both form and function with the practices used by teachers and learners. An integral part of any improvement programme is the measurement of progress through assessment of the key learning outcomes described by the curriculum. Improvement of learning outcomes requires alignment of three education components – the curriculum, its teaching, and its assessment. Improvement of learning outcomes also requires clear roadmaps that describe increasingly complex levels of knowledge, skills and competences.

ALIGNMENT

- 52 | As outlined in this chapter, teachers must select teaching practices that are suited to the nature of what is to be taught and to the learning needs of the students involved. For example, when the goal is the learning of information, direct transmission of that information by the teacher through oral, written, or graphic media will be appropriate. When the goal is learning how to solve a problem, students must be provided with the problem situation, and guided through exploration of possible solution-finding strategies. When the goal is learning how to perfect a brush stroke in art, the teacher must model the action. Each of these are examples of matching learning goal to mode of teaching practice.

IMPROVING LEARNING OUTCOMES

- 53 | Methods of assessment must also reflect the nature of the learning goal.** For example, when checking that students know what symbols are used to represent different gases, an assessment task or test that requires students to match these will be appropriate; for evaluating problem solving skills, assessment must focus on students' collection and organisation of relevant information, hypotheses about likely solutions, and trialling of these; reviewing whether students can use particular painting techniques will be shown by students providing examples of their work. **The value of alignment of learning goals with teaching practices and with assessment methods is that both students and teachers know what is to be learned, and the way that they learn is congruent with how they are assessed.**

LEARNING PROGRESSIONS

- 54 | Learning is about progressing.** Learning progressions are descriptions that map key stages in the development of specific learning domains (e.g. a subject) from simple beginnings through to complex interpretations and applications. They span levels of increasing knowledge, skills and competences from low at the bottom of the progression, to high at the top of the progression. A learning progression is a roadmap to the development of knowledge, understanding, skills and competences, whether that be within a subject domain such as science, or a skills domain like problem solving. Learning progressions describe the early or beginning steps in a learning domain followed by steps that build upon these. A learning progression may describe a sequence of learning from Grades 1 to 5 or may describe in greater detail a sequence of learning just within one grade, or even within a topic within one term of one grade. The observable behaviours at each level of a learning progression assume the achievement of all previous levels. Learning progressions are like the skeleton of the curriculum upon which the syllabus acts as the flesh, providing details and examples.
- 55 | Improving learning outcomes requires understanding how knowledge builds and how skills and competences develop.** This is exactly what learning progressions provide. As students progress through their education, more of their learning outcomes involve increasing complexity. In subject areas, this increasing complexity is best described by learning progressions which are specific to the learning goals. Teachers are familiar with hierarchies of learning such as Bloom's or SOLO, and to a lesser extent with the Dreyfus and Dreyfus (1986) model of levels from novice to expert. These hierarchies of learning can guide teaching practices, but because they are generic, the hierarchies are not as useful for monitoring subject-specific learning progress. They need to be complemented by knowledge of the sequence, or progression, of learning within the subject. Learning progressions provide the logic behind sequence of learning goals, act as guides to teachers, and provide frameworks for assessment and test development. In response to this, the DME is working with other departments on a learning progression project. Materials from this project will start to become available in the 2021-2022 school year.

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CHAPTER - 3

ASSESSMENT AND ACHIEVEMENT STANDARDS

OVERVIEW

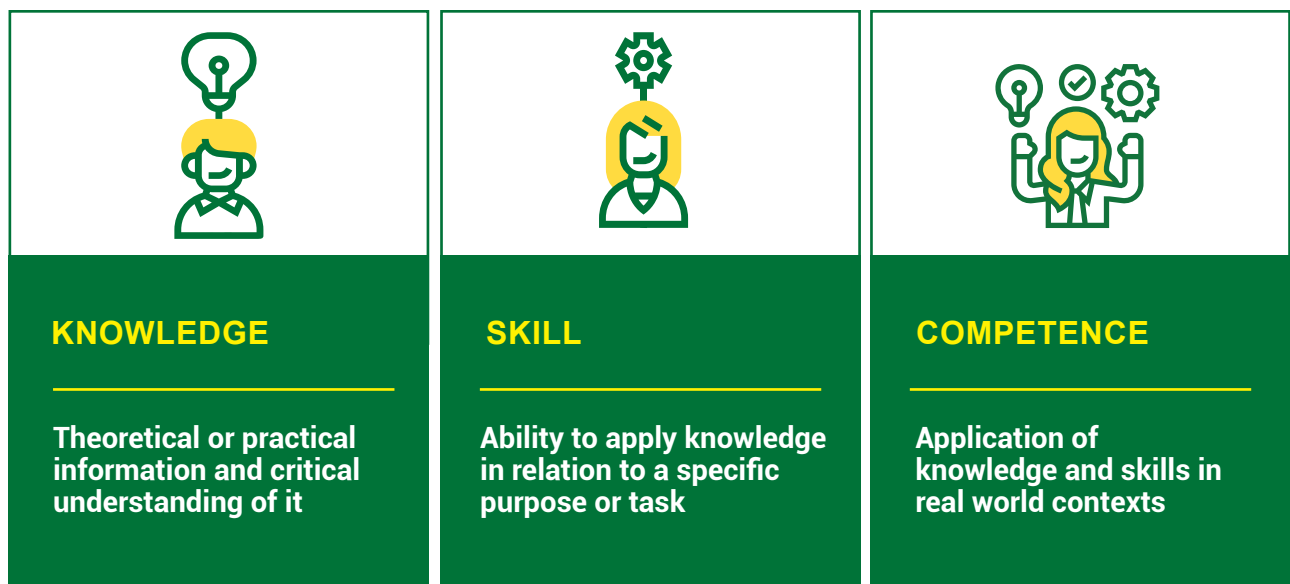
- 56** | This chapter describes the relationship of assessment with curriculum, syllabus objectives, learning outcomes and achievement indicators. It describes how achievement in a subject over time can be assessed and reported using achievement standards.
- 57** | The use of clearly defined achievement standards will support the purpose of Myanmar's national education system "to equip our students, youth and adult learners with the knowledge and skills they need to succeed in the 21st Century" ²¹ .
- 58** | Achievement standards
- (a) describe what students know, understand and can do in terms of key learning outcomes
 - (b) provide standards of performance against which individual, grade, school and national achievement can be monitored.

²¹ National Education Strategic Plan (2016-2021) pg - 7

LEARNING OUTCOMES IN THE BASIC EDUCATION CURRICULUM

- 59 | **Learning outcomes** describe the goals and objectives of education in terms of knowledge, understanding, skills and competences. Learning outcomes identify what students should know and be able to do. This approach has replaced listing curriculum content and topics. The NAG defines this as **learning to know, to do, to be, to live together, and to transform**.
- 60 | The concept of **knowledge** typically refers to theoretical or practical information and critical understanding of it. The concept of **skill** refers to the ability to apply this knowledge in relation to a specific purpose or task, and the concept of **competence** refers to application of this knowledge and skills. These ideas are set out in figure 3.1 and apply to all areas and domains of the curriculum including attitudes, wellbeing, and good citizenship.
- 61 | Defining learning outcomes in this way reflects recognition that knowledge and skills are linked and must be combined for application in real-world contexts.

Figure 3.1 learning outcomes: knowledge, skill and competence



- 62** | The aims of the Myanmar Basic Education Curriculum Framework are general. These aims are used in the development of subject and grade-specific documents (syllabuses) describing observable and measurable knowledge, understanding, skills and competences. These syllabuses guide teaching and learning by describing observable and measurable knowledge, understanding, skills and competences for all areas of the curriculum.
- 63** | Tables 3.1 and 3.2 provide an example of how general aims and topics can be used to develop specific learning outcomes for a topic in Grade 7 Mathematics: algebraic expressions. The grade-specific learning objective in Table 3.1 is provided in observable terms so that it is measurable. Table 3.2 demonstrates how the specific objectives are then used to define learning outcomes and achievement indicators that are used to assess how well students have met the learning outcomes. Describing outcomes in behavioural terms applies to all areas of the curriculum including attitudes, well being and so on. To assess student learning outcomes, it is necessary to describe these in specific behavioural terms as illustrated here.

Table 3.1 General aims and objectives – example of Grade 7 mathematics topic of algebraic expressions

CURRICULUM FRAMEWORK	AIM:	To demonstrate basic mastery of number system, algebraic expressions, and statistics and to apply these in daily life according to the age-level
SCOPE AND SEQUENCE	OBJECTIVE:	To relate understanding and application of algebraic expressions
	GRADE-WISE OBJECTIVE AND CONTENT BY STRAND:	<p>Example for 'algebraic expressions' at Grade 7</p> <ol style="list-style-type: none"> 1. Clarify the terms of algebraic expressions 2. Use the Distributive Property 3. Simplify algebraic equations using the Distributive Property 4. Find the value of algebraic expressions 5. Solve daily life problems with one variable in the equation

Table 3.2 Learning objectives and outcomes, and achievement indicators – example of Grade 7 mathematics, algebraic expressions

STRAND	LEARNING OBJECTIVES <i>The students will . . .</i>	LEARNING OUTCOMES <i>It is expected that students will . . .</i>	ACHIEVEMENT INDICATORS <i>Students who have fully met the learning outcomes are able to . . .</i>
ALGEBRAIC EXPRESSIONS	<ul style="list-style-type: none"> ■ find the value of an algebraic expression by using the properties of numbers ■ find the value of an algebraic expression 	<ul style="list-style-type: none"> ■ find the value of an algebraic expression using the properties of numbers by grouping 	<ul style="list-style-type: none"> ■ simplify the algebraic expressions by grouping like terms and using appropriate operation ■ solve a given problem involving addition and subtraction and multiplication of algebraic expressions and division of monomials²²
	<ul style="list-style-type: none"> ■ solve relevant problems with one variable in the equation 	<ul style="list-style-type: none"> ■ solve problems with one variable in the equation using the properties of numbers 	<ul style="list-style-type: none"> ■ explain the steps to solve the one variable equation daily life problems

²² In mathematics, a monomial is, roughly speaking, a polynomial which has only one term.

FROM LEARNING OUTCOMES TO ACHIEVEMENT STANDARDS

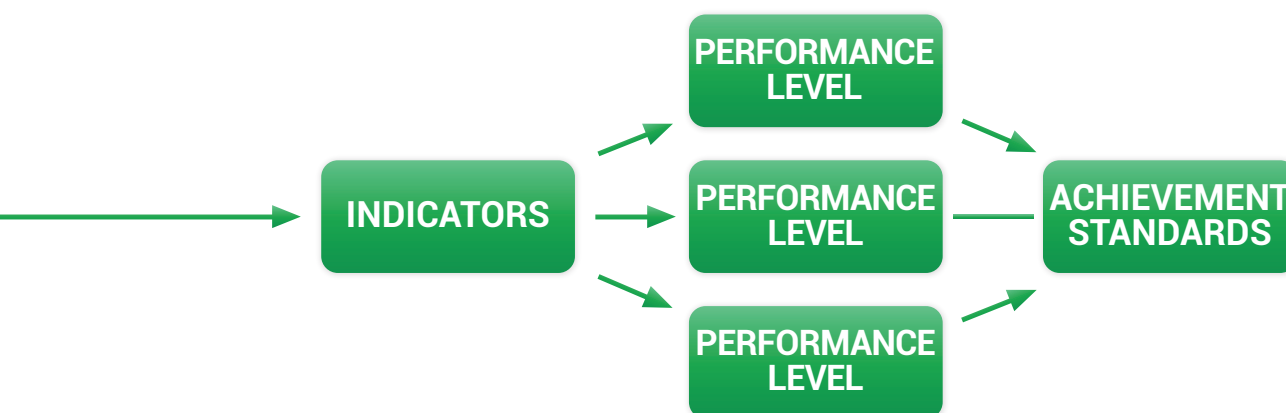
How does a teacher know if a student has learned what is expected?

- 64 | The teacher must assess what the student knows and can do and compare that with the achievement indicators.
- 65 | Classroom-level assessment uses individual achievement indicators to track students' progress over short periods of time, for example from week to week or month to month.
- 66 | School-based assessment and completion assessment requires assessing students' achievement over a longer period of time, including a complete grade. To do this it is necessary to define achievement standards.
- 67 | For example, an achievement standard for 'To relate understanding and application of algebraic expressions' could have two parts: understanding algebraic equations; and ability to apply algebraic expressions. Within these two parts, identification of achievement could be further detailed by describing: how many different types of equations were recognised; how many different algebraic expressions can be applied accurately; and their relative difficulty. These details provide the basis for a range of performance levels (such as, excellent, good, satisfactory and needs to be improved in table 3.3). One of these performance levels may be chosen as a minimum achievement standard.
- 68 | To set an assessment to generate results against multiple performance levels, a decision needs to be made about whether it is sufficient to sample from (that is, select a subset from) the full range of types of algebraic expressions (from simple linear to more complex), or whether knowledge of every one of the expressions must be assessed. Such decisions inform the degree to which the assessments are credible for the evaluation of the extent to which students meet the achievement standard. Figure 3.2 sets out the flow from curriculum framework to achievement standards.

Figure 3.2 From curriculum framework to achievement standards






- 69 | These achievement standards must be clearly stated so teachers and assessment developers can develop tasks that enable standards-based reporting. Such tasks will provide the facility to assess how well the learning outcomes involved have been demonstrated. With such tasks, it is then possible to identify the extent to which the student has met the achievement standard. Therefore, the DME is working with other departments on an achievement standards project. Materials from this project will start to become available in the 2021-2022 school year.
- 70 | Each achievement standard describes the key learning outcomes: what students are expected to know, what students are expected to understand, and what students are expected to be able to demonstrate, in terms of attitudes, skills and competences.
- 71 | Achievement standards provide clear descriptions of student learning and are therefore a useful guide for the development and implementation of teaching and learning programs. The achievement standards also allow teachers and schools to monitor student learning over time and to make judgements about student progress and achievement. Decisions about the extent to which students have met achievement standards must be evidence-based. Examples of student work samples can be used to illustrate the expected learning for each grade.
- 72 | Achievement standards that draw on learning progressions can lead to statements of **Minimum Achievement Standard (MAS)**. A MAS sets the minimum acceptable performance level in, for example, the achievement standard for a subject or learning area for students in a particular grade.
- 73 | A MAS may be set as the performance level in one grade that demonstrates the student is ready to start learning at the next grade. A MAS provides a basis for describing and monitoring student, school, and national achievement. Performance levels in achievement standards can be used to set other standards (e.g. 'mastery' or 'proficiency') as an additional means of describing student, school or national achievement.



FORMAL RECOGNITION OF ACHIEVEMENT IN LEARNING

- 74** | Formal recognition of a student's learning requires achievement standards aligned with learning outcomes and their assessment. Achievement standards must use simple language that clearly describes what the student is expected to know and to be able to do. Achievement standards for formal recognition of learning are based on all 'key' learning outcomes. **Key learning outcomes are those that a student must have met to engage successfully with learning at the next grade or level of education.** The results from assessments for recognition of learning must show whether or not a student has met those key learning outcomes.
- 75** | Table 3.3 provides an example of how generic descriptions of achievement standards can be used to link percentage ranges and letter grades to descriptions of performance levels in an achievement standard. This general example is focused on interpretation of results for the progress of student to next learning level.

Table 3.3. Translation of achieving learning outcomes into readiness for progressing to next grade level

 PERCENTAGE SCORE	 LETTER GRADE	 LABEL	DESCRIPTION OF PERFORMANCE LEVEL IN AN ACHIEVEMENT STANDARD " The student has ..."
80 - 100	A	Excellent	demonstrated mastery of the subject at this level and is able to apply knowledge, understanding, skills and competences listed as key learning outcomes in the syllabus creatively in more complex situations, and is well prepared for success in the next grade.
60 - 79	B	Good	demonstrated proficiency in a majority of the subject at this level as described by the knowledge, understanding, skills and competences listed as key learning outcomes in the syllabus and is likely to successfully engage with the subject in the next grade.
40 - 59	C	Satisfactory	demonstrated basic learning of the subject as described by basic aspects of the knowledge, skills and competences listed as key learning outcomes in the syllabus and may experience some difficulty in successfully engaging with the subject at the next grade.
BELOW 40	D	Needs to be improved	has demonstrated at best limited knowledge, skills or competence in some of the basic key learning outcomes in the syllabus and is likely to experience real difficulties in engaging with the subject at the next grade.

- 76 |** The value of Table 3.3 lies primarily in the statements that describe whether the student has achieved expected outcomes, and what the implications of these are for future studies. The letter grades are a quick way of communicating these implications.
- 77 |** It is important to keep in mind that a key goal of school-based and completion assessment is to identify if the student has sufficient knowledge, skill and competence to continue education successfully. Therefore, marking schemes for these assessments must provide direct evidence achievement of each key learning outcome for a particular subject by the end of a grade.
- 78 |** An assessment (a task, an examination or a test) can be designed to align with the descriptions given in Table 3.3. This requires that the assessment include ways in which students can show not only basic achievement but also the more demanding understanding, skills and competences expected of a student at mastery level. Taxonomies such as Bloom's and SOLO can be helpful tools in the design of such assessment.
- 79 |** Percentage scores are not necessarily the best way of communicating achievement. The use of percentages for reporting results against achievement standards can incorrectly suggest that student performance can validly be differentiated across 100 different levels of performance (i.e. 1% – 100%). The use of achievement standards and performance levels overcomes an important limitation of percentages. For example, a quiz may be very easy, comprised of simple questions which do not require mastery of the curriculum. In this case, students with high percentage scores have not been provided with an opportunity to demonstrate mastery.
- 80 |** Assessment in terms of achievement standards can be made more effective through the use of evidence-based rubrics for marking assessments. These describe levels of the qualities of what students do. Evidence-based rubrics are statements that refer specifically to the qualities of what students do, say, make, or write.
- 81 |** The design and use of evidence-based rubrics are relevant not only for school-based or national assessments but also are useful in classroom-level assessment where their use helps teachers to identify exactly what a student has and has not achieved. The teachers are required to "demonstrate capacity to monitor and assess student learning" and "demonstrate capacity to keep detailed assessment records and use the assessment information to guide students' learning progress". Use of evidence-based rubrics provides the evidence for teachers to demonstrate these capacities.
- 82 |** Some formal certification purposes such as completion certificates may require assessment and reporting on both subject-level learning outcomes and other aspects of student educational life. These may include school attendance, areas of activity including art and sport, discipline, and extra-curricular participation. Each of these may use similar ways to identify and describe students' success. **The use of achievement standards and performance levels in reporting is a major shift away from comparative or normative reporting.** It reflects the Myanmar education reform focus on competency-based teaching, learning and assessment.

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CHAPTER - 4

ASSESSMENT AND LEARNING

OVERVIEW

- 83** | This chapter describes principles of assessment. It explains the differences between forms of assessment, how they are related to learning, when and how they are used.
- 84** | **Assessment** is a process of collecting data and facts from different sources to demonstrate to what extent students achieve expected learning outcomes. The process includes reporting to enable decisions about students' future learning opportunities and directions, and to provide formal records (certificates) showing what learning has been achieved.

ASSESSMENT PILLARS

- 85** | The NAP describes four pillars of assessment in the context of their primary functions.
- (a) **Pillar 1** is classroom level assessment, the purpose of which is to improve student learning and respond to individual needs.
 - (b) **Pillar 2** is school-based assessment, the purpose of which is to measure student achievement throughout the school year for use in decision-making about progression, for reporting to parents, and to review teaching at school level
 - (c) **Pillar 3** is assessment of completion at Primary, Middle, and High School, for individual student certification purposes, as well as for quality assurance at school level. It aims to provide opportunities for students including technical and vocational training to demonstrate their level of achievement.
 - (d) **Pillar 4** is sample-based learning assessments, which are administered to representative samples of the student population to provide evidence that can be used in policy making and system-level evaluation.
- 86** | Common to the four pillars is the provision of information to improve student learning, whether at individual, school, or national levels.

ASSESSMENT AND TEACHING

87 | For teachers, assessment is an essential tool. It helps them find out what their students know and can do in terms of the knowledge, understanding, skills and competences required by the syllabus. It helps them to provide evidence-based feedback to students, parents and the school concerning student progress and readiness for next levels of learning. Assessment provides teachers with an opportunity to understand more about how students best learn. Assessment therefore has the clear purpose of supporting learning and educational improvement.

88 | For teachers to use assessment constructively, they need:













- (a) to know and understand the syllabus, topic, or lesson
- (b) to have kept a record of what has been taught
- (c) to understand their students' current level of learning
- (d) to be aware of the expected learning outcomes for the syllabus, topic, or lesson
- (e) to know how to construct assessment tasks or items.

FORMATIVE AND SUMMATIVE ASSESSMENT

- 89** | Assessment may be implemented in two different ways: looking forward (formative assessment) and looking backwards (summative assessment).
- 90** | Formative assessment means assessment that helps to “form” or guide teacher practices and student learning. Assessment in the classroom provides both teacher and student with information about what the student knows and can do and what the learner needs to do to improve. It is designed to provide regular feedback about a student’s progress, identifying strengths and weaknesses and highlighting areas that need more study. It helps teachers to identify students’ needs while they are learning. Teachers can then adapt their practices to meet these needs.
- 91** | Summative assessment means assessment that evaluates what a student knows and can do at the end of a stage of learning (for example a study unit, a term or a grade). It assesses the extent to which students have met the syllabus objectives. It is designed to provide evidence of achievement to parents, educators, students themselves, and outside groups such as employers or other educational institutions.
- 92** | The terms “formative” and “summative” refer to the function of the assessment, not to the type or form of assessment material or tool. Many different types and forms of assessment can be used for both functions. Of course, there are some types and forms that are used more commonly for one function than for another. For example, oral questioning is frequently used formatively by teachers, to find out what a student understands, but is less used in completion assessments. Table 4.1 summarises some different characteristics of formative and summative assessment.

Table 4.1 Formative and Summative Assessment compared

Formative Assessment	Summative Assessment
 Is used during teaching	 Is administered at the end of a unit/ term or period of study or stage of learning
 Measures how well a learner is learning	 Measures the nature and extent of learning after instruction
 Provides feedback to learners and helps learners improve	 Provides scores or letter grades – feedback less important
 Is not used to decide letter grades	 Is used to decide letter grades
 Is not used to measure school or system success	 Can be used to measure school or system success

FORMATIVE ASSESSMENT

- 93** | Formative assessment happens when “evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded than the decisions they would have taken in the absence of the evidence that was elicited” (Black & Wiliam, 2009²³). So formative assessment is the process of collecting and using evidence about what learners know and can do, **to inform and improve teaching**.
- 94** | Formative assessment can be undertaken as a formal or informal activity – both still with the purpose of supporting the teaching and learning process. The formal approach requires teachers to collect all the information before making a decision, and then to make changes in the next lesson. The informal approach emphasises making on-the-spot adjustments to lessons as the teacher notices any difficulties being experienced by students or identifies challenges that the students are experiencing. This approach focuses on the student-teacher conversation and emphasizes the flexible nature of assessment and giving “just in time” feedback. The approaches are summarised in Table 4.2.

Table 4.2. Differences between formal and informal formative assessment

	Formal	Informal
Assessment Task	Identified and designed prior to a lesson starting	Spontaneous and arises depending on the dialogue during a lesson
Timing of Modification	Make changes in subsequent lessons	Immediate, on-the-spot adjustment of the lesson
Level and Structure	Planned assessment task (part of the wider assessment plan)	Student-teacher conversation, leading to “just in time” feedback (will still feed into the wider assessment plan)

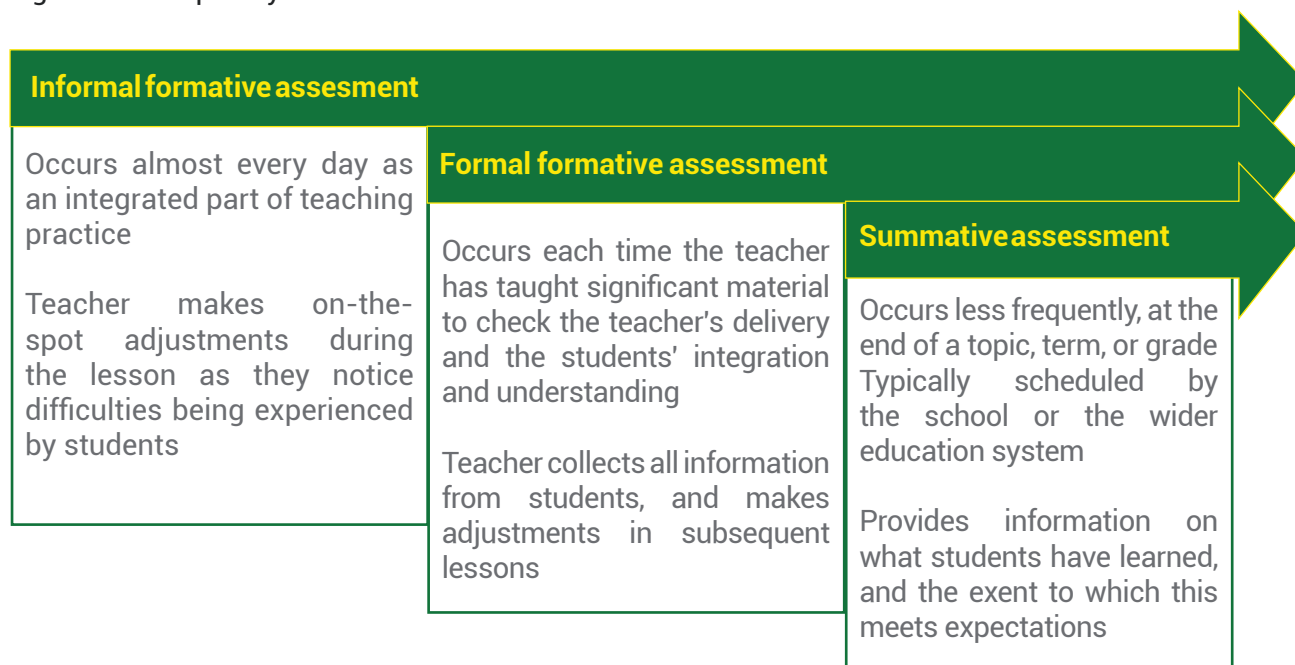
Adapted from Cagasan, Care, Robertson & Luo (2020)²⁴

- 95** | Figure 4.1 summarises the likely frequency and uses of formative and summative assessment.

²³ Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21, 5-31.

²⁴ Cagasan, L., Care, E., Robertson, P., & Luo, R. (2020). Capturing formative assessment practices in the Philippines through an observation tool. *Educational Assessment Journal*.
<https://www.tandfonline.com/doi/full/10.1080/10627197.2020.1766960>

Figure 4.1 Frequency and use of formative and summative assessment



SUMMATIVE ASSESSMENT

- 96 |** Summative assessment measures **what has been learned**, and whether this meets expectations. Summative assessment happens at the end of a topic, term, or grade, with results used for accountability and reporting purposes. Summative assessment results are often reported as scores or letter grades, which are easy to use or analyse for policy use or decision making. (Note that this score or A-D “letter grade” style of results reporting has less value for teachers for instructional purposes.) A characteristic of summative assessment is that the results contribute to decision making about both individual students and groups of students. For example, summative assessment may show that a significant number of students have not mastered a particular part of the curriculum. This may lead to evaluation of the viability of the curriculum plan, difficulties in resourcing teaching materials, lack of pre-requisite knowledge of students, etc. The information can therefore be used diagnostically – whether at class, school, or national level.
- 97 |** Timing for summative assessment is planned. Summative assessment events are usually scheduled ahead of time, with defined dates for administration, scoring, and reporting. Quick turnaround of results is neither always possible nor necessary. Since summative assessment results are frequently not used to adapt teaching for individual students, fast turn-around of results may not be relevant. Also, where the results will be used to report formally on certificates showing achievement, it is important that the assessments are administered in standardised conditions, which typically requires considerable planning and synchronisation of schedules.
- 98 |** One way to ensure that decisions about how well students have met the standards set by the curriculum are fair and comparable across schools is to make sure that summative assessments are administered under the same conditions and instructions.

GUIDELINES FOR TEACHERS

- 99 |** An essential element of teaching is knowing what students are ready to learn. To be able to “locate” students in their learning progression or journey, teachers must create assessment tools and materials that will help them identify what students are struggling with and what they are ready to learn next. This means that **the assessment tools must be designed to target the relevant range of student achievement** in the context of the syllabus.
- 100 |** For example, a teacher would not set a quiz at a point mid-way through teaching the topic that measures end-of-topic knowledge. Likewise, a teacher would not create an assessment that requires students to apply newly acquired learning to complex situations, since the newly learnt knowledge, skills or competence first needs to be consolidated by the learner. It is critical that teachers develop assessment tools that target the range of knowledge, skills and competences that can be demonstrated by a class of students. Assessments that provide teachers only with pass/fail results do not provide much useful information. Such results do not help the teacher to see exactly what the learning problem is, which in turn makes it difficult to select teaching practices to solve the problem. It also means that teachers are not able to provide helpful information back to students. This principle of targeting of assessments applies to both the formative and summative use of assessment.
- 101 |** A good assessment will collect as much useful information as possible about what students know and can do. Assessment tools must provide as much information about as many students in the class or grade level as possible. In practical terms, it is therefore helpful to assess a topic at basic, proficient, and advanced levels of performance to decide students' levels as “needs to be improved”, “satisfactory”, and “good”. More information about how classroom assessment results can be recorded systematically and how the information can be used for improving teaching and learning may be found in teacher guides (Tier 3).
- 102 |** To create such assessment tools, teachers require resources and professional development to make sure that they have deep familiarity with the topic being taught and understand how learning within that topic area progresses. This way the teacher understands the sequences in which learning takes place and so can deliberately construct tasks or test items that check for achievement of each learning step.

CLASSROOM ASSESSMENT STRATEGIES

- 103 |** Teachers are responsible for the creation of classroom-level assessments. This activity requires several steps. The first, and most important step, is for the teacher to consider what information about student learning is needed. The second step is to decide on the best way to obtain the information about students. And the third step is to act on the results from the assessment.

104 | **Step 1:** **What information do I need about student learning?**

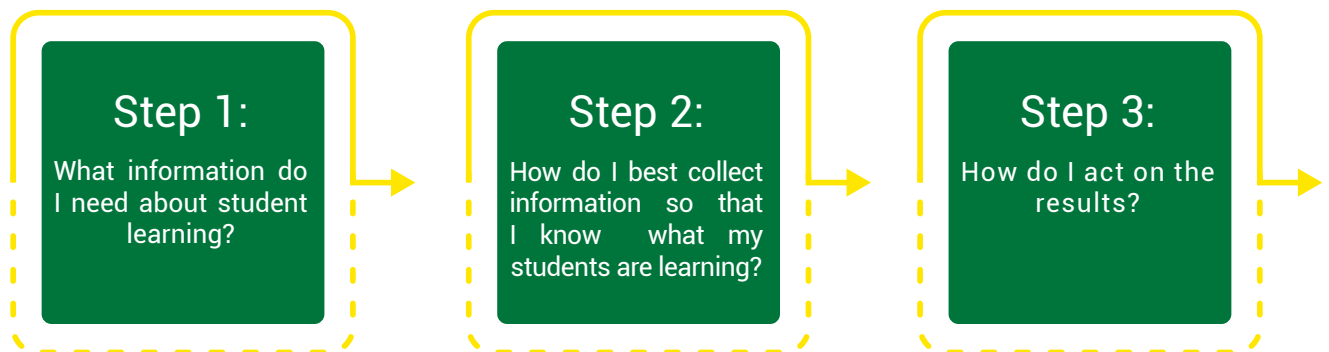
- (a) The teacher reviews the syllabus and its learning outcomes with a focus on
 - i. the intended learning of knowledge, understanding, skills and competences rather than on memorization or completion of multiple exercises that only and repeatedly measure the same thing.
- (b) The teacher identifies what has been taught to date and selects the important content that will enable future learning with a focus on
 - i. what knowledge, skills or capabilities students have already learnt at this point, and which of these are essential for continued learning.
- (c) The teacher considers what is known about the students in the class in terms of their individual and group differences with a focus on
 - i. the range and diversity of learning abilities in the class so that these can be catered for.

105 | **Step 2:** **How do I best collect information so that I know what my students are learning?**

- (a) The teacher identifies three or four possible levels of learning across the content taught with a focus on
 - i. the entry or basic components of the topic, then on how these could be applied, and then on how these might be demonstrated in different ways
- (b) The teacher selects assessment strategies suited to the various knowledge, skills and competence achievement for the three or four levels with a focus on
 - i. different methods for eliciting different sorts of learning outcomes; for example, a short answer question for knowledge, or a performance task for evaluating a competency
- (c) The teacher drafts the assessment tools with a focus on
 - i. what responses students might provide to the assessment, and whether these responses will provide the information needed to act upon (see Step 3)

- (a) The teacher reviews the results at individual student and group level to identify if there are patterns of outcomes within the grade with a focus on
 - i. whether there any common problems across all students or groups of students that might indicate a need for a different teaching approach
- (b) The teacher designs instructional strategies to remediate, consolidate or advance learning for different groups within the grade with a focus on
 - i. how to teach groups of students in different ways that are aligned with their learning readiness
- (c) The teacher feeds back the information to the students in tandem with the instructional strategies to
 - i. provide results to students accompanied by learning recommendations and associated teaching strategies.

Figure 4.2 Three steps for teachers to use when creating classroom-level assessments



107 | The benefits of this approach to using assessment are:

- (a) Teachers can adjust their teaching in response to their students' progress
- (b) Teachers can keep track of their students' learning
- (c) Teachers can evaluate which teaching methods are better for different sorts of learning and for different groups of students.

GUIDELINES FOR SCHOOLS CONCERNING CLASSROOM-LEVEL ASSESSMENT

108 | Schools have direct responsibility to ensure that teachers are supported in their assessment practices and all levels of the system (ministry, district, township, school) must ensure they provide support mechanisms around assessment to the level for which they are immediately responsible. Individual teachers may have different teaching styles which will impact on their use of assessment both for summative and formative purposes. Teachers within a subject area, or within grade level, should meet at least once a semester with colleagues and supervisors to discuss their assessment strategies and request support as needed. In addition, it is useful for teachers at a given grade level to meet from time to time with teachers at the next grade level up, so that discussion concerning key learning within each subject area can take place. This will help teachers to maintain their focus on the sequencing and progression of learning central to ensuring students' continuing progress.

109 | In summary, schools will:



- (a) support teachers in providing good assessments
- (b) establish appropriate bodies such as the School Board of Study or a similar assessment committee to help and instruct teachers
- (c) facilitate discussion amongst teachers about assessment issues
- (d) ensure teachers adhere to any guidance from township/district or DBE.

ASSESSMENT REFLECTS EDUCATIONAL PHILOSOPHY OF EQUAL ACCESS TO QUALITY EDUCATION

110 | The approach to education that underlies the National Education Law must be supported by assessment practices. The National Education Principle of "creating educational opportunities for every citizen to have the right to education and opportunities for life-long learning"²⁵ requires that assessment is used to facilitate progress, not obstruct it. Since one of the transformational shifts to achieve the goals of National Education Strategic Plan (2016-2021) is a "quality assessment system to improve student learning achievement"²⁶, assessments should not adopt a normative assessment approach which decides in advance that a certain number of students will fail and a very few students will excel. Normative assessment approaches are not consistent with the Sustainable Development Goal for Education (SDG-4) that the education system will provide a quality education for all children²⁷. Basic Education curriculum require sufficient time for teachers to teach adequately and for students to understand new concepts and develop higher order thinking skills²⁸. This directly impacts on the types of assessment adopted in Myanmar.

111 | The implications of this assessment approach are several. For example:

- (a) It requires that teachers evaluate whether each student has met each learning outcome in observable terms, not that they rank students' scores against each other as in normative models
- (b) It requires marking and reporting that identifies the extent to which each student has met the expected learning outcomes, not that the student is 'average' or 'above average' or labelled with similarly non-specific comparative terms.

²⁵ Section 4 (g) National Education Law 2014 (Amendment of the National Education Law 2015)

²⁶ National Education Strategic Plan (2016-2021) pg- 12

²⁷ National Education Strategic Plan (2016-2021) pg- 11

²⁸ National Education Strategic Plan (2016-2021) pg- 18

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CHAPTER - 5

ENSURING QUALITY IN ASSESSMENTS

OVERVIEW

- 112 | This chapter describes how quality assurance mechanisms work at school, township, district, regional, and national level.
- 113 | Good teaching needs high quality assessment that reflect the knowledge, understanding, skills and competences described in learning objectives.
- 114 | All assessments used in Basic Education must meet basic quality requirements and be regularly reviewed to ensure they continue to meet these requirements.

BACKGROUND

- 115 | The previous chapters have described principles of learning and assessment, and how these link to standards. Standards alone will not deliver improvement; assessment strategies and materials must be of high quality to provide accurate and useful information about student learning.
- 116 | The quality assurance guidelines outlined in this chapter are based on international best practice and are suitable for national, regional, district, township and school assessments, and classroom assessments. The procedures should be considered in conjunction with the Basic Education School Quality Assurance Standards Framework (BE-SQASF) which describes how schools can improve: assessment provides some of the evidence that feeds into the Framework's improvement cycles.
- 117 | It is important that all assessments and accompanying materials used in Basic Education comply with these guidelines.

AN ASSESSMENT QUALITY FRAMEWORK

- 118 |** Quality assurance requirements (such as those shown later for each pillar) guide exam writers, test developers, teachers, schools and authorities in the development, administration, marking and reporting of a wide variety of tests, assessments and certificates.
- 119 |** These requirements define quality criteria and provide steps for the collection and evaluation of evidence that assessments throughout the system meet quality criteria.
- 120 |** The quality assurance requirements act as guidelines for self-evaluation by assessment and test developers, peer-evaluation, or external evaluation and audit. They may also be used to compare national assessment practices against international standards to allow Myanmar to further develop a high-quality education and assessment system.

CORE ELEMENTS OF AN ASSESSMENT IMPLEMENTATION CYCLE

- 121 |** The core elements are illustrated as an assessment implementation cycle (Figure 5.1)²⁹.

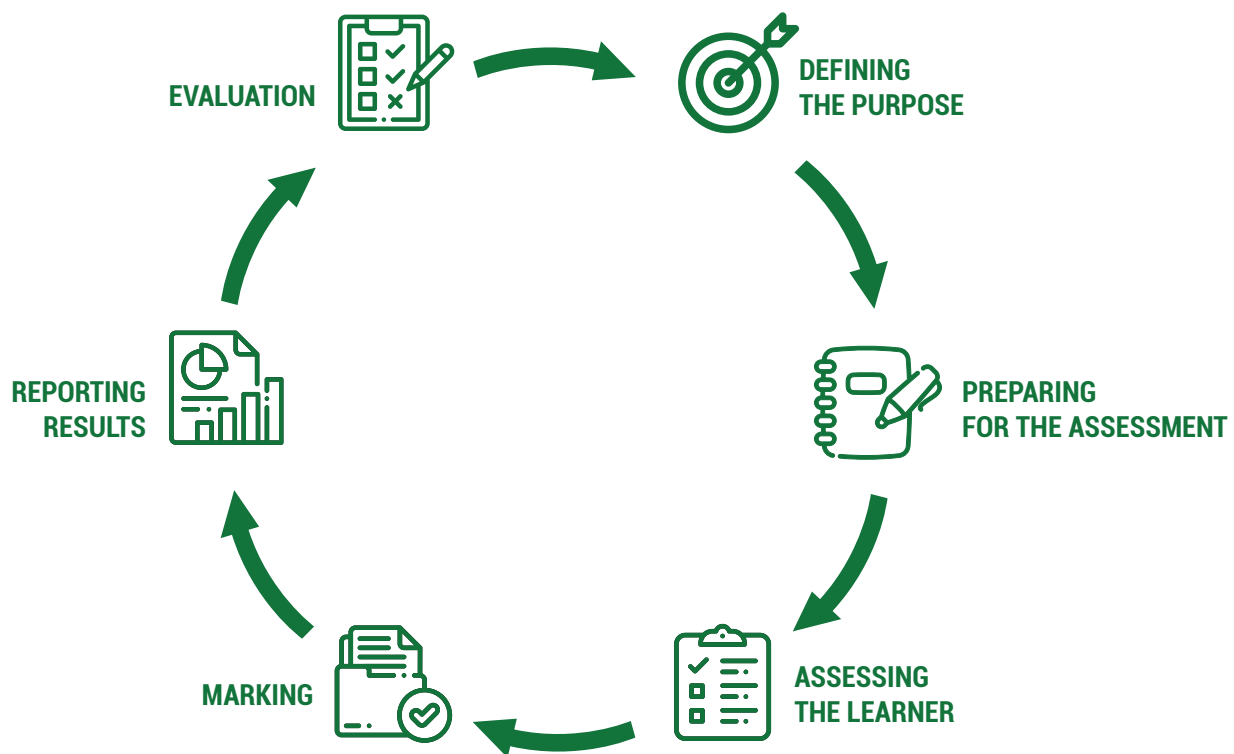


Figure 5.1. Assessment implementation cycle

²⁹ This information is adapted from the Association of Educational Assessment – Europe (2010) “European Framework of Standards for Educational Assessment 1”. AEA – Europe

11 DEFINING THE PURPOSE



- 122 |** A description of the purpose of an assessment (an examination, test or classroom-level assessment) contains its justification. This justification includes:

(A) What is to be assessed ?

The domains (that is, the subject area, knowledge, understanding, skills and competences) that are targeted for assessment must be defined. These domains could be knowledge, skills, abilities, aptitudes or other characteristics which are linked to specific observable behaviours identified as curriculum goals and associated learning outcomes and achievement indicators. These must be linked to questions, tasks or other assessment methods that gather accurate information on the extent to which students meet these outcomes.

In other words, the assessment must test what it claims to test and give consistent results.

(B) Who are the intended target group for the assessment?

The target group for whom the assessment is intended is specified, describing factors such as age or grade, educational stream. The needs of learners with specific learning requirements must be made explicit. All learners must have fair and equal opportunities to demonstrate their knowledge, understanding, skills and competences, with adjustments made as required. Such opportunities must be considered in the assessment design.

(C) What can we understand from the results?

The conclusions that can accurately and reasonably be drawn from the results must be specified. These conclusions must be justified based on the content of the assessment (what is measured and how it is measured), the intended students being assessed, and how the results are intended to be used.

(D) How can we use the results?

The intended use of the results must be specified. Uses can include one or more of the following: to improve learning, to summarise learning, to decide on progression to the next level of learning, or to provide a formal and official record of achievement (certification). The intended use or uses may influence the form and type of the assessments.

2| PREPARING FOR THE ASSESSMENT



- 123 |** Assessments must produce information that is valid for the purposes it is being used for. The assessment should find out what students know and can do in a fair, efficient, effective and engaging way. The assessment must be designed so that it has sufficiently representative coverage of the targeted domain to support inferences about the extent to which the knowledge, understanding, skills and competences involved can be reproduced by the student in realistic situations. Assessments must be designed to measure differences related to the purpose of the assessment and to avoid measuring differences unrelated to the purpose of the assessment. In other words, the content in the assessment must reflect the targeted domain. For example, if the target domain is mathematics, the use of language in the assessment items must be very carefully considered. It is important that an assessment of skill in mathematics does not become more of an assessment of language skills than an assessment of mathematics.
- 124 |** Assessments must be reliable; that is, they need to provide similar outcomes for students with comparable characteristics (students who have similar levels of knowledge, understanding, skill and competences) over different occasions. While identification of differences is fundamental to assessment, measured differences must arise from real differences in actual competence rather than to unrelated factors.

3| ENSURING EQUITABLE ASSESSMENT



- 125 |** To ensure that all students are given equal opportunity to demonstrate their competence, assessments must be administered in an equitable manner. The following principles must be observed:
- (a) the timing of assessment activities must be set so that all students have equal access to the event
 - (b) the duration of assessment activities must be set according to the amount of time that will be required for the students who participate to have a fair and equitable opportunity to show what they know and can do
 - (c) assessments must reflect the opportunities schools provide to students to learn and practise the knowledge, understanding, skills and competences that are expected
 - (d) students must be provided with clear information about what is being assessed, why it is being assessed, and how the results will be used.

4I MARKING



- 126** | Marking and scoring of assessments must be carried out responsibly and accurately. The term "marking" refers to identifying whether a student response fulfils the criteria for a correct or partially correct answer. "Scoring" refers to the allocation of a quantitative score, as a result of the marking process. Where forced-choice items (those that require response to multiple choice, yes/no, true/false, etc.) are used, marking is relatively straightforward, as is converting the marks to scores. Marking processes are more complex when constructed-response items are used. In these cases, markers must compare the student responses to sets of rubrics that describe ranges of responses. Those responsible for designing these types of items must ensure that guidelines (including the sets of rubrics) for markers are easy to follow. Where an assessment activity is high-stakes – in other words, where progression or certification is dependent on the results – processes for ensuring and checking inter-rater reliability of constructed response items are required. The term "inter-rater reliability" refers to the degree to which multiple markers (or raters) will mark a student response in the same way. Standardisation training, moderation and statistical monitoring techniques can be used to ensure reasonable levels of inter-rater reliability. The training and supervision of markers must include emphasis on use of common standards. Those involved in marking have a responsibility to ensure they follow marking guidelines and record results accurately.
- 127** | Ideally, outcomes should be recorded at the most detailed level. If an assessment is assessing several domains then outcomes must be collected at the domain level; if an assessment is high stakes, then data must be recorded at item level.

5I REPORTING RESULTS



- 128** | Decisions on how to report results and what level of information to provide depend on the learning goals being assessed and why they are being assessed. Decisions about who will receive results depends on the needs of the stakeholders involved. Regardless of the specific purpose of the assessment, learners will have access to their personal information. Where an assessment covers multiple learning domains, reporting must include information about those domains.
- 129** | Sometimes final results will be based on multiple assessments, either over time or combining different types of assessment. In this case, reporting must show how the various assessments contribute to the final result. Results must report directly against the relevant learning goals or associated achievement standards and performance levels.

- 130 |** Written information must accompany reported results. The information will communicate whether the results are based on assessment against standards or on comparisons with other learners. Results and reporting should nearly always be based on assessment against standards.
- 131 |** A possible exception is selection for courses where there are more qualified applicants than there are places. In this case, results may be used to compare students. The rationale for any cut-off scores (the scores which separate performance levels) must be described and justified. For example, it is necessary to provide a clear justification for the allocation of a letter grade of "A" to those with a score of 80 per cent or more on the assessment.
- 132 |** Withholding of individual or group results must be accompanied by transparent explanations of why this is considered to be necessary, particularly in the light of individual learner rights to information about their progress and status. Assessment reports/certificates must be clear, accurate and of practical value to students and, where applicable, to their parents/guardians and other audiences for whom they are intended. Reporting systems must be guided by documented policy, developed by the developers and users of assessments.

6I EVALUATION



- 133 |** The national system is responsible for evaluation of its assessment activities and use, and of its materials.
- 134 |** The criterion for evaluating an assessment activity lies in the use of results that are drawn from it. If results are not used, or are disregarded in decision-making, there is no justification for assessing students. Evaluation of assessment activities therefore must focus on use of data and evidence from assessments. Data or evidence might be for the immediate benefit of the individual learner, the teacher, the class, the school, or the system.
- 135 |** The criteria for evaluation of assessment materials must be established as a separate technical activity that is the responsibility of the those who develop assessments, those who use them and those who analyse the results. The quality of the assessment materials, how these are used, and how analysed and interpreted are all subjects of the evaluation. Evaluation of quality of classroom-level assessments must take place at school level. Evaluation of assessment should therefore focus on two elements: evaluation of the use of data, and evaluation of technical aspects of the assessment.

QUALITY REQUIREMENTS FOR THE FOUR PILLARS OF ASSESSMENT

- 136** | The National Assessment Policy provides for four pillars of assessment: (i) Classroom-Level Assessment, (ii) School-Based Assessment, (iii) Primary, Middle and High School Completion Assessment, and (iv) Sample-Based Learning Assessments. Within these four pillars, a variety of formal and informal assessment activities are implemented. The information below³⁰ refers to this variety of assessments.

PILLARS 1 AND 2: CLASSROOM- AND SCHOOL-BASED ASSESSMENTS

GUIDELINES

There are official guidelines for classroom assessment and these are made available to teachers.

PROFESSIONAL DEVELOPMENT

Programs are provided for teacher trainers, current and future teachers, and school leaders to build their capacity in classroom assessment. The programs are aligned with official guidelines for classroom assessment.

RESOURCES AND TOOLS

A variety of resources and tools is available for teachers to undertake classroom assessment that allows students to apply their knowledge and demonstrate skills in key learning domains. The knowledge and skills assessed are clearly defined in alignment with official learning standards or curriculum.

ASSESSMENT METHODS

Teachers use multiple assessment methods to support valid and reliable assessment of students' learning.

QUALITY ASSURANCE

Formal quality assurance mechanisms are in place at the school, township, district, regional, and national levels to ensure the quality of classroom assessment professional development and practices.

USE OF DATA

Data from classroom and school assessment is used to improve teaching and learning as well as progression.

- 137** | Pillars 1 and 2 have been combined in the National Assessment Guidelines since: they are implemented in the same location; by the same people – teachers and school leaders; and for similar purposes (mostly formative).
- 138** | By having common criteria it makes it easier for teachers and schools to apply these principles. At both primary and secondary education levels, comprehensive guidance on how regional officers, principals and teachers should approach assessment is provided by teacher guides. Anyone involved in assessment at a school level should read these for reference.

³⁰ This information is adapted from the Global Partnership for Education's Analysis of National Learning Assessment Systems (ACER, 2019).

PILLAR 3:

PRIMARY, MIDDLE AND HIGH SCHOOL COMPLETION ASSESSMENT

ASSESSMENT TEAM

There is an assessment development team with appointed staff that is appropriately skilled and adequately resourced to complete the diverse tasks associated with providing completion assessments. Opportunities are provided to build capacity of the assessment team in relevant areas.

ASSESSMENT FRAMEWORK

There is documentation that clearly defines the knowledge and skills to be assessed and specifies the design of the assessment. This documentation is provided to assessment teams and is available to key stakeholders and the public.

QUESTION PAPERS

Where a question or test paper is used as the assessment, quality assurance mechanisms are in place to ensure the assessment is reliable, valid and fair.

SITTING THE ASSESSMENTS

Quality assurance mechanisms are in place to ensure assessments are administered in ways that are standardized, monitored and documented. This ensures that the assessments are conducted under the same conditions, independent of the venue or location, in an efficient and secure manner.

DATA MANAGEMENT

Quality assurance mechanisms are in place to ensure the final results are free from discrepancies and errors, appropriately stored and documented.

DATA ANALYSIS

Technically sound and appropriate data analysis techniques are used to provide valid and useful conclusions about the assessment results. Any analytical results are fully documented and reproducible.

REPORTING AND CERTIFICATION

Certificates are valid and valued and can be authenticated. Appropriate approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups e.g. progression or employment.

- 139 |** The quality assurance requirements for pillar 3 are different from those for pillars 1 and 2 as the purposes of these assessments are different and focus on summative assessment, including high-stakes assessments. These guidelines should apply to all summative assessments.

PILLAR 4:

SAMPLE-BASED LEARNING ASSESSMENTS

- 140 |** Large scale assessments are implemented with representative groups from the population to gather information about system-level achievement. In addition to collecting the evidence from the assessments, it is relevant to collect background variable information that relates to the learning outcomes. The distribution of background variables in the population(s) used for reference will be needed to evaluate the representativeness of outcomes.

ASSESSMENT TEAM

There is an assessment team with dedicated staff that is appropriately skilled and adequately resourced to complete the diverse tasks associated with large scale assessment. Opportunities are provided to build and maintain capacity of the assessment team in relevant areas.

ASSESSMENT FRAMEWORK

There is documentation that clearly defines the knowledge and skills to be assessed in the learning domains, provides a rationale for the contextual data collected, and specifies the design of the assessment program. This documentation is made available to assessment instrument developers, key stakeholders and the public.

ASSESSMENT INSTRUMENTS

Quality assurance mechanisms are in place to ensure the assessment instruments are reliable, valid and fair.

SAMPLING

The sample, through the use of scientific sampling methods, helps to guarantee appropriate and estimable levels of statistical precision and validity in the interpretation of assessment results.

FIELD OPERATIONS

Quality assurance mechanisms are in place to ensure field operations are standardized, monitored and documented, so that the data are collected under the same conditions, independent of the administration context, in an efficient and secure manner.

DATA MANAGEMENT

Quality assurance mechanisms are in place to ensure the final database is free from discrepancies and errors, appropriately structured and documented.

DATA ANALYSIS

Technically sound and appropriate data analysis techniques are used to provide analytical results that permit valid and useful inferences about the population(s) of interest. Analytical results are fully documented and reproducible.

REPORTING AND DISSEMINATION

Appropriate approaches to reporting and dissemination are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment data and results by those groups.

TARGETING THE INTENDED DOMAINS OF LEARNING

141 | To ensure that assessments are valid they must be aligned with the targeted learning goals of the curriculum.

142 | The curriculum identifies both traditional subject learning domains such as mathematics and language, as well as more holistic competences. These competences include the five strengths, 21st century skills such as critical thinking and problem solving, collaboration/group work, communication, creativity and innovation, citizenship; soft skills such as personal development and employability; and higher order thinking. In addition, the

learning areas of life skills, and moral and civics education are noted. These areas are to be taught and assessed either by integrating within relevant subjects in the curriculum, or by including them as separate units within relevant learning areas.

143 | There are currently no specific outcomes outlined for some of these intended domains of learning in the curriculum and syllabuses. Accordingly, assessment developers must work on these areas. Where assessments do draw on these processes, separate marking and scoring for results reporting must take place.

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CHAPTER - 6

KEEPING RECORDS AND REPORTING

OVERVIEW

- 144** | This chapter describes what evidence of student achievement obtained through learning assessments, both at a student level and at class or grade level, must be recorded and reported.
- 145** | Teachers and schools must follow standing orders and other ordinances about reporting and recording of assessment results issued time to time by the Ministry of Education.

BACKGROUND

- 146** | Teachers and schools are required to report on student achievement to the student, parents and to key stakeholders. Students must be provided with records of their learning achievements for transition to the next level of education, employment, or transfer between schools or education systems. These records may be made available to authorised persons and agencies, including for example, the school at which a student is seeking entry.
- 147** | The capacity to keep detailed assessment records is part of competencies for teachers.
- 148** | The National Education Law states that for efficient and effective delivery of education programmes, educational administrators must implement a system that collects, stores, and manages access to student achievement data³¹.
- 149** | Stakeholders – especially teachers and school leaders who are the people directly responsible for assessment activities with students – must keep records in accordance with the rules, regulations, by-laws, notifications, orders, directives and procedures issued by the government and government agencies.

³¹ Section 59 National Education Law 2014 (Amendment of the National Education Law 2015)

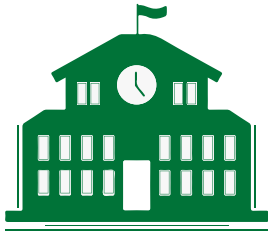
GENERAL PRINCIPLES

- 150 | The school must make clear to teachers that preserving records of student progress is required and provide detailed guidance on this. Each teacher must ensure that information about student learning is high-quality, accurate, and easily available to authorised individuals and institutions.
- 151 | Teachers' work includes both teaching and record-keeping. Schools must make sure that there is an appropriate balance of these two aspects of teachers' work. To do this, schools must use their knowledge about school, township, district, regional and Ministry requirements for storage and supply of data. Schools must make sure that data is stored and managed so that reports can be made to authorities and parents about students' progress and about standards of achievement. Schools must keep a proper record of the evidence that justifies any decisions made about a student.
- 152 | All levels of the system (ministry, regional, district, township, school) must ensure they provide clear requirements alongside support mechanisms for assessment record keeping to the level for which they are immediately responsible.



RECORDS TO BE KEPT BY TEACHERS

- 153 | After discussion with other teachers and the school leadership, each teacher must decide (in accordance with any regulations or guidance) how best and in what detail to record information on learning achievement. It is important that all teachers in a subject/year or school have a similar approach to record keeping.
- 154 | This will help to make management simpler and to ensure that parents, school principals and education authorities can more easily understand a learner's results. Where record-keeping is taking too much time away from teaching the frequency and/or level of detail for recording of assessment should be reduced through consultation with the school leadership.
- 155 | Teachers must keep a record of their own classroom assessments in sufficient detail to allow them to be able to identify those students who need additional assistance, those who are learning as expected, and those who are exceeding expectations.
- 156 | Some of this information is provided to teachers through **obligatory** guidance (e.g. ordinances on certification and reporting) and some in **suggested** guidance (e.g. teacher guides on assessment).
- 157 | Teachers should record student progress, achievement, current learning status for use in reporting to parents, refining teaching practice and providing data for evidence-informed decision making in the Ministry of Education.



RECORDS TO BE KEPT BY SCHOOLS

- 158 |** It is good practice for schools to keep summary assessment records of all students so that they can provide transcripts of achievement-to-date for students who require them for specific reasons. For example, students who transfer to another school or education streams or leave school and need a record of their learning achievements. any guidance, procedures or regulations in force at any given time.
- 159 |** Schools must keep sufficient records to allow them to provide transcripts of student achievement for those who leave the school and they must maintain these for a reasonable number of years as specified in any regulations (especially in records of certification) to meet the needs of students who need replacement certificates or further evidence at a later date when re-entering education.
- 160 |** Schools must also keep sufficient records to allow verification of results by any other monitoring and evaluation required by the Ministry or its departments, commission or committees at any particular time.



RECORDS TO BE KEPT BY EDUCATIONAL ASSESSMENT BODIES

- 161 |** Any township, district, regional, national or other assessment body (e.g. DME) that assesses learning achievement in Basic Education and whose results are used by learners for progression, promotion or certification or by the Ministry or its departments, commission or committees or other appointed agencies for educational reporting, monitoring and evaluation purposes must retain adequate, secure records for a sufficient period to meet the needs of those students and/or for monitoring and evaluation purposes. The data and any required archiving will be determined by the Ministry or a delegated authority.

[glossary to be inserted in the Myanmar version but not as a numbered chapter]



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