

NEQMAP Asia-Pacific Assessment Database Glossary

Country

Titles of NEQMAP member countries that have participated in this database. Country names have been entered according to UNESCO naming conventions.

Codes: Australia, Bangladesh, Bhutan, Cambodia, Cook Islands, India, Kiribati, Kyrgyzstan, Malaysia, Maldives, Marshall Islands, Federated States of Micronesia, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Tajikistan, Viet Nam

Assessment Title

Titles of countries' large-scale assessments and examinations. Titles are listed in English, unless there is no direct equivalent. Assessments and examinations with previous names have been listed under the most current name.

Example 1: The Baccalauréat Général is a French national examination administered at the end of secondary education. *In this case, the examination title will be listed as the General Baccalaureate.*

Example 2: The National Student Achievement Test was first administered in 2006, but its name was changed to the Student Success Examination in 2020. *In this case, the title will be listed as the Student Success Examination, but a note will be added that the name changed in 2020.*

Codes: N/A

Type of Assessment and Region

International assessment

Large-scale assessment studies whereby data are collected from a large number of countries around the world, allowing each country to compare the results of its students with the results achieved by students in other countries. For example: international assessments include the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), etc.

Regional assessment

Large-scale assessment studies whereby data are collected from a number of countries within certain geographic regions, allowing each country to compare the results of its students with the results achieved by students in other countries. For example: Pacific Islands Literacy and Numeracy Assessment (PILNA) and Southeast Asia Primary Learning Metrics (SEA-PLM).

National and sub-national assessment

Large-scale assessment surveys designed to describe the achievement of students in a curriculum area and to provide an estimate of the achievement level in the education system as a whole at a particular age or grade level. This normally involves administration of tests either to a sample or a population of students. Teachers and others may be asked to fill in questionnaires to provide background analytical information which might influence learning outcomes. For example: Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA).

Examination

The assessment is specifically designed for the purposes of certifying or selecting students, usually covering the main subject areas in the school curriculum. Generally, all students take the examination at the designated age or grade level (usually, but not always, at the end of upper secondary schooling). This database includes sub-national, national, and regional examinations.

Citizen-led [household-based] assessment (included in Annex A)

The assessment is organized by civil society, not the government. It assesses the basic abilities of children in reading and arithmetic, and is based on household-based sampling (rather than school-based assessments) to ensure the inclusion of all children including those who have dropped out, have never attended school, or attend different types of schools. Citizen-led assessments include the Annual Status of Education Report (ASER) in South Asia and Uwezo in Africa.

Codes (Type of Assessment): Large-scale assessment, Examination

Codes (Region): International, Regional, National, Sub-National

Target Population

Description of the population assessed. Target populations can be grade-based or age-based. In rare cases, where education is targeting those that are out of the formal education systems, the term “learners in non-formal and informal education” has been applied. Assessments that include the surveying of multiple grade levels have also been listed under one entry, while examinations have not.

Example 1: The National Student Assessment Programme (NSAP) is a national assessment and surveys a representative sample of children in Grades 4, 5, and 9. *In this case, the NSAP will be listed under **one** entry.*

Example 2: The Examination for Student Achievement and Progression (ESAP) is a national examination that is conducted in Grades 8 and 12 to certify a student’s completion of lower secondary and upper secondary education, respectively. *In this case, the ESAP will be listed under **two** entries.*

Example 3: The New Programme for Student Achievement in the Classroom (NPSAC) is a national assessment that surveys every student in the country of Atlantis to assess students’ learning readiness at Grades 2, 6, and 11. At Grade 2, students are assessed on reading. At Grade 6, students are assessed on their computer literacy, at Grade 11, students are assessed on their Arabic language skills. *Although the NPSAC tests different subjects in different years, it will still be included as **one** entry, since it is still an assessment that occurs under the same programme.*

Codes: Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Learners in non-formal and informal education, 15 years old in school (PISA), 5-16 years old (ASER).

Education Level

Education level of students at the time of the assessment/examination. These levels include ISCED levels 1 (primary), 2 (lower secondary), and 3 (upper secondary).

Codes: Primary, Lower secondary, Upper secondary.

Sample/Census

The method of data collection for the given assessment. Examinations have been excluded from this metric.

Sample

A learning assessment where a representative sample of the population was surveyed.

Census

A learning assessment where all students in a given population were surveyed.

Codes: Sample, Census, N/A (Examinations)

Subject/Domain

Country-submitted subjects/domains for which students were assessed. For entries listing more than three subjects/domains, “a wide range of subjects” was used.

Codes: N/A

Types of Items

Multiple Choice

Questions that are typically composed of one question (stem) with multiple possible answers (choices), including the correct answer and several incorrect answers (distractors). Typically, students select the correct answer by circling the associated number or letter, or filling in the associated circle. The following items have also been categorized as “Multiple Choice”:

True/false

Questions that are only composed of a statement. Students respond to the questions by indicating whether the statement is true or false. For example: True/false questions have only two possible answers (Answer: True).

Matching

Questions that students respond to by pairing each of a set of stems (e.g., definitions) with one of the choices provided on the exam. These questions are often used to assess recognition and recall and so are most often used in courses where the acquisition of detailed knowledge is an important goal.

Short, open-ended responses

Questions that are typically composed of a brief prompt that demands a written answer which can vary in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. The following items have also been categorized as “Short, open-ended responses”:

Computational

Questions that require students perform calculations in order to solve for an answer. Computational questions can be used to assess students’ memory of solution techniques and their ability to apply those techniques to solve questions. Computational questions are often used to test maths and sciences.

Fill-in-the-blank

Questions include a fill-in-the-blank item that requires the student to answer a question or to finish an incomplete statement by filling in a blank with the correct word or phrase.

Essay

Questions that provide a prompt which require written responses, which can vary in length from a paragraph to many pages. Essay questions differ from short answer questions in that the essay questions are often less structured and the responses are longer.

Codes: Multiple-choice questions, Short open-ended responses, Essay

Mode of Assessment

The mode of assessment used to collect student data.

Paper-based

Students were provided paper assessments/examinations to complete.

Computer-based

Students were provided with an online assessment/examination to complete.

Oral-based

Students were administered the test orally.

Codes: Paper-based, Computer-based, Oral-based

Main Purpose

The main purpose of the assessment/examination. In other words, what the testing/surveying aims to achieve.

Exam: Certification

This examination is used to certify the completion of a student's learning, grade level, and/or schooling.

Exam: Selection

This examination is used to partially or fully determine a learner's selection into another grade level, institution, or other program.

Assessment: Education quality/policy monitoring and improvement

This assessment is used to inform education quality and/or policy monitoring.

Assessment: Accountability purpose

This assessment is used to hold stakeholders (teachers, schools, administrators, other education stakeholders) accountable for students' learning, competencies, and/or understanding.

Codes: Exam: Certification, Exam: Selection, Assessment: Education quality/policy monitoring and improvement, Assessment: Accountability purpose

First Participation

The year in which the first iteration of this assessment or examination was administered to students. This includes assessments that have received name changes.

Example 1: The National Student Achievement Test was first administered in 2006, but its name was changed to the Student Success Examination in 2020. *Although the name of the exam was changed in 2020, the first iteration of this programme began in 2006, so a start date of 2006 will be listed.*

Example 2: The Wakandan Standard Proficiency Survey (WaSPS) is administered annually and was first implemented to Grade 6 in 1990. In 2008 iteration, the WaSPS programme expanded to include Grade 8. In 2010, WaSPS expanded again to include Grade 9, but ended the assessment of Grade 6 students in 2020. *Even though WaSPS is no longer surveying Grade 6, the year of first participation would still be listed as 2006, as the programme first was implemented in 2006.*

Example 3: The Jengan Student Attestation Exam was first administered to students in Jenga in 2014, but results were not made available until 2018. *In this case, the year of first participation for this examination would be 2014, as the test was administered to students in that year.*

Codes: N/A

Ongoing

The current operational status of the assessment or examination. In other words, is this assessment still used?

Codes: Yes, No

Frequency

The frequency of the administration of the assessment and/or examination in years.

Example 1: The National Standardized Achievement Examination was administered in 2003, 2007, 2011, and 2014. *Even though this examination is no longer administered, its frequency would be listed as "every four years."*

Codes: Every year, Every two years, Every three years, Every four years, Every five years, One time only, Project-based, Two times only

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