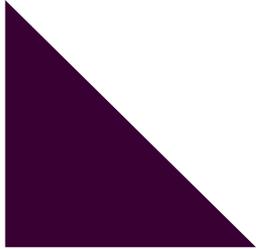


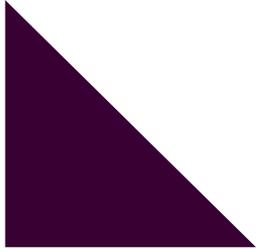
# Reporting and disseminating large-scale assessment results to a variety of stakeholders (pt. I)

Sally Robertson, Research Fellow,  
Australian Council for Educational Research  
TALENT Workshop, Dakar  
27-30 November 2018



# Presentation Overview

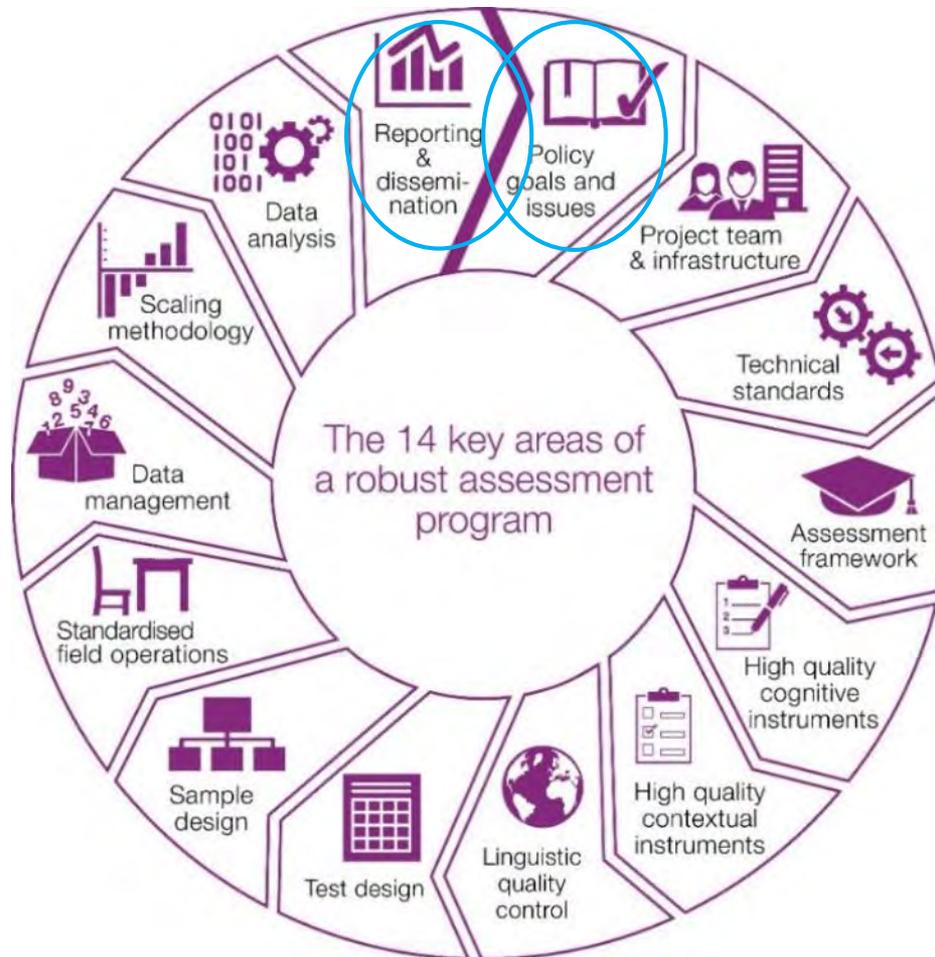
- Goals and steps in reporting and dissemination
  - Dissemination products and approaches
  - Reporting achievement, associations with contexts, and interpretation
  - Introduction to activities
- 



# Goals and steps in reporting and dissemination



# 14 key areas of a robust assessment



# Policy goals and issues

- Large-scale assessments should be designed with the aim of obtaining data to help address policy issues of interest and intended policy goals.



Quality

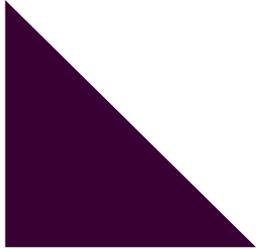


Equity



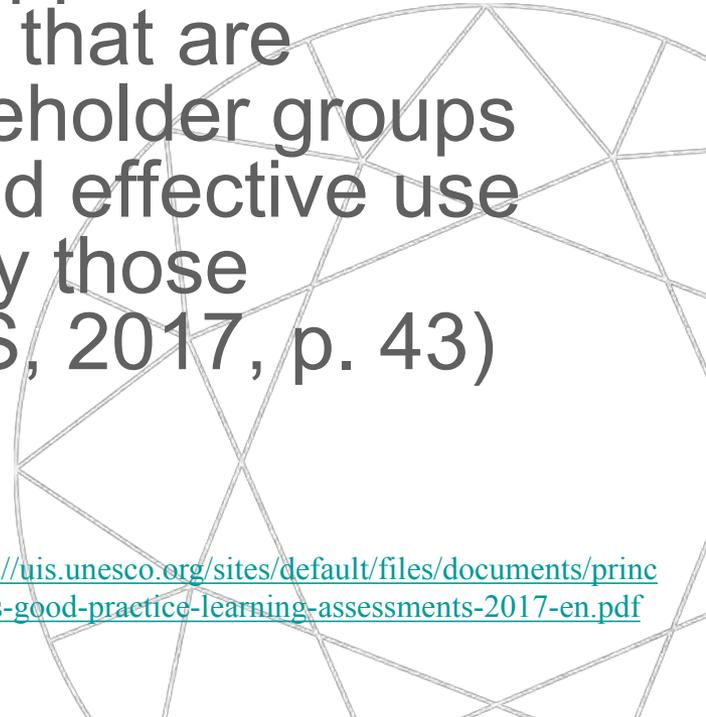
Accountability

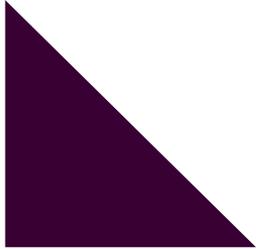
# Objective of reporting and dissemination



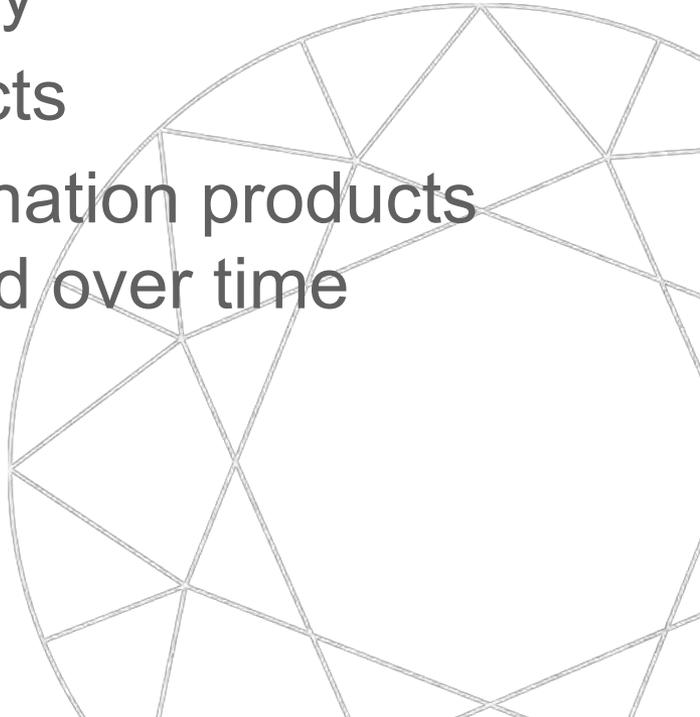
Objective from Principles of Good Practice in Learning Assessment (GP-LA):

- “Appropriate products and approaches to reporting and dissemination that are tailored to the different stakeholder groups and promote appropriate and effective use of the assessment results by those groups.” (ACER-GEM & UIS, 2017, p. 43)



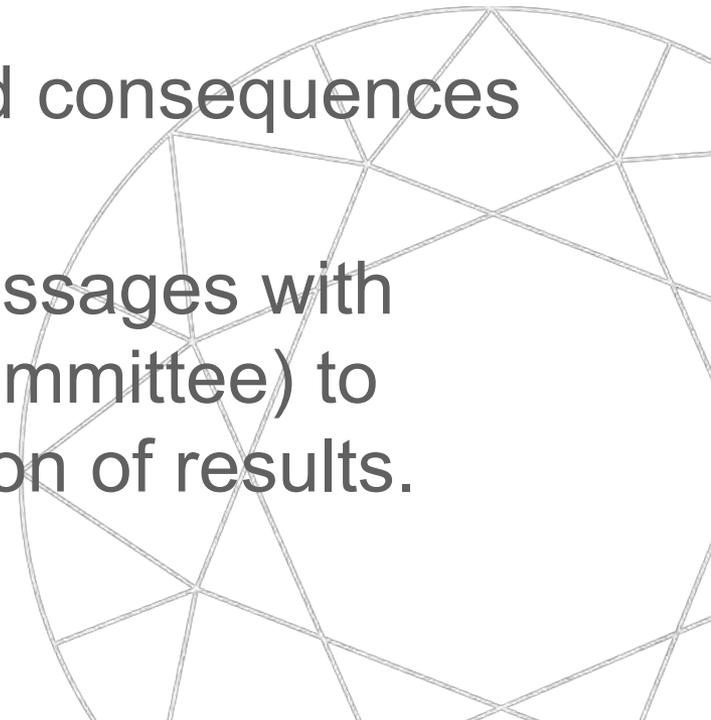


# Steps in achieving this objective

1. Identify different information needs of stakeholders
  2. Confirm dissemination strategy
  3. Develop dissemination products
  4. Monitor how different dissemination products and assessment data are used over time
- 

# I. Identify different information needs of stakeholders

- Through consultation, identify the relevant policy and practice issues and stakeholder needs
- Consider potential unintended consequences of reporting
- Prior to reporting, test key messages with stakeholders (e.g. steering committee) to reduce risk in the dissemination of results.



Teachers,  
School leaders



# Diverse stakeholders

Researchers



Policy makers



Parents

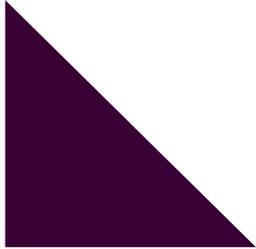


Interest groups (e.g., Teacher unions, curriculum developers, teacher trainers)

General public

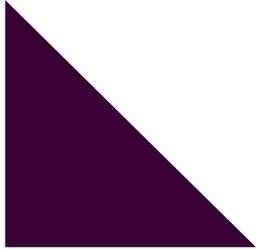


Students

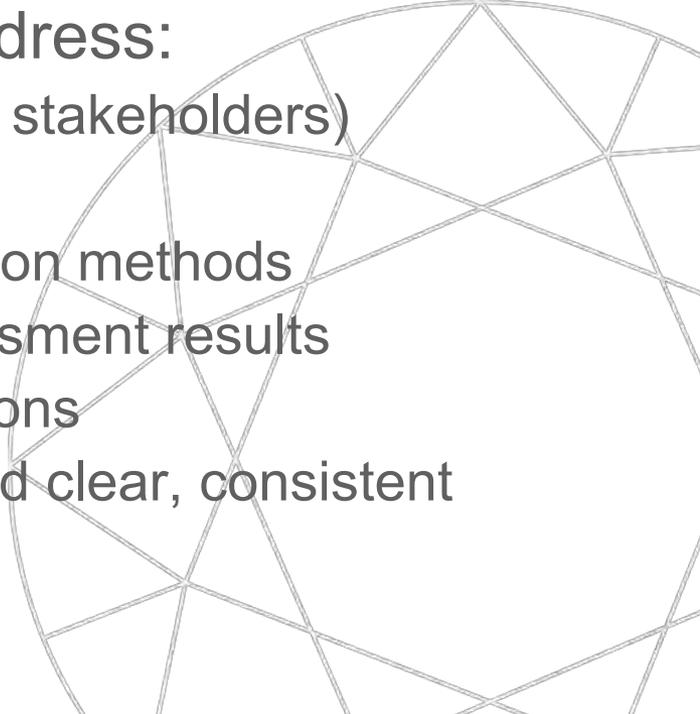


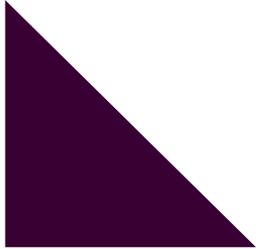
# Stakeholders' needs

- Stakeholders will vary in their:
    - interest and influence over the assessment program
    - information requirements
    - background understandings of the assessment
    - use of the data
    - time available
    - technical expertise
    - access to print and online material
    - preferred style and mode of communication
- 



## 2. Confirm dissemination strategy

- Draft a dissemination strategy as early as possible
  - The strategy should be reconfirmed during data analysis
  - Dissemination strategy should address:
    - Stakeholder needs (current and new stakeholders)
    - Resources available
    - Evidence about effective dissemination methods
    - Possible policy implications of assessment results
    - Anticipation of likely issues or questions
    - The need to use simple language and clear, consistent messages
    - Availability of technical information
- 



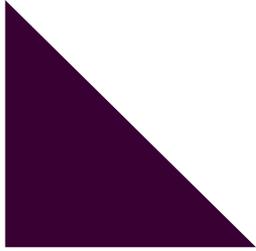
## 3. Develop dissemination products

- A range of dissemination products/approaches can help meet the needs of different stakeholders
  - Include information about:
    - background of the assessment
    - assessment limitations
    - summary of findings
    - implications and recommendations
  - Consider scheduling of release of products to ensure relevancy of results and to sustain interest in the assessment
- 

## 4. Monitor use of dissemination products and assessment data

- Monitor how assessment data is (and isn't) used (e.g. media monitoring, feedback from key stakeholders, formal evaluation)
- Monitor the effectiveness of different dissemination products and strategies to identify future approaches



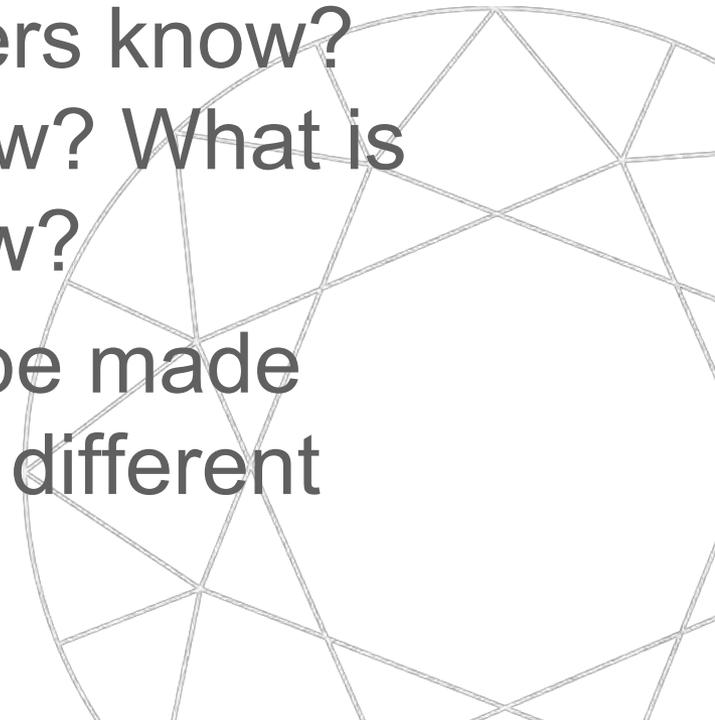


# Dissemination products and approaches



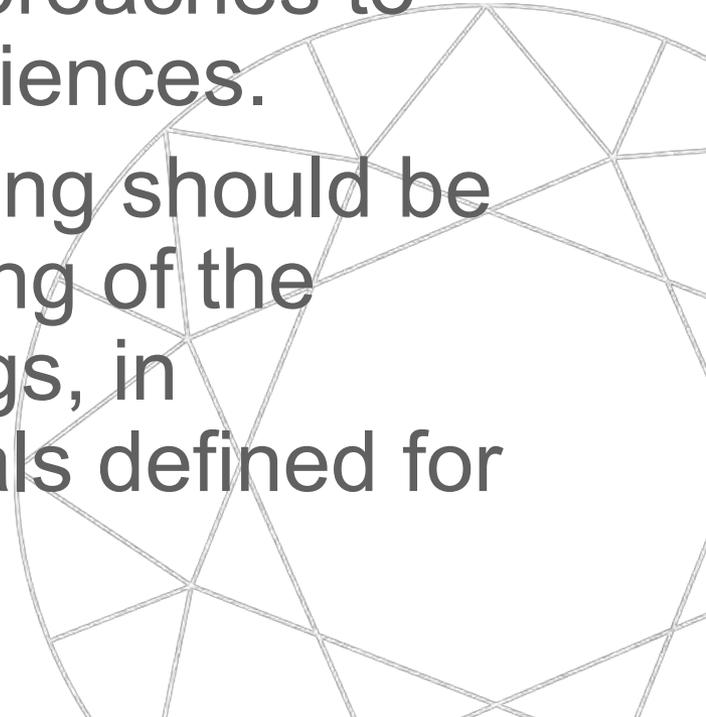
# Dissemination products and approaches: Considerations

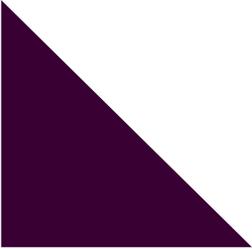
- Who are you are communicating to and for what purpose?
- What do these stakeholders know? What do they want to know? What is important for them to know?
- How can the information be made accessible and usable for different stakeholders?



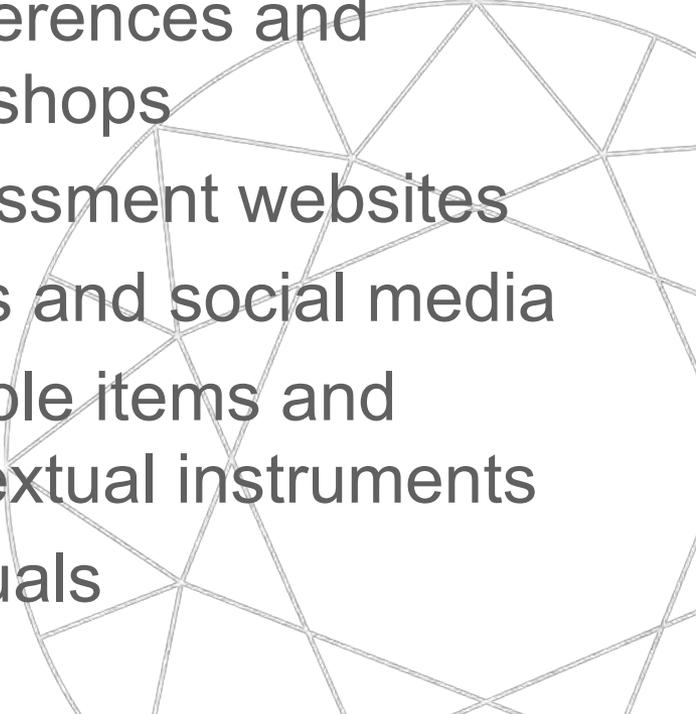
# Different dissemination products for different purposes and audiences

- Reporting and dissemination should be guided by an effective strategy, and incorporate a range of approaches to cater for a diversity of audiences.
- The main aim of all reporting should be to support an understanding of the assessment and its findings, in response to the policy goals defined for the assessment program.





# Different dissemination products

- Executive summary report
  - Main report
  - Summary reports and pamphlets
  - Technical report
  - Assessment framework
  - Contextual framework
  - Thematic report
  - Policy briefings
  - Media reports
  - Press releases
  - Assessment database
  - Conferences and workshops
  - Assessment websites
  - Blogs and social media
  - Sample items and contextual instruments
  - Manuals
- 

# Executive summary report

- **Who:** All stakeholders, researchers, educational practitioners, media and the public
- **What:** Summary of the key findings and policy-related messages that emerge from the first analyses of the data
- **When:** Soon after the data analysis
- **Why:** Sustain interest in the assessment and drive the policy agenda in the period between data collection and publication of the main report.
- **Technical detail:** Low



[http://www.pasec.confemen.org/wp-content/uploads/2015/12/RE\\_Pasec2014\\_GB\\_web21.pdf](http://www.pasec.confemen.org/wp-content/uploads/2015/12/RE_Pasec2014_GB_web21.pdf)

# Main report

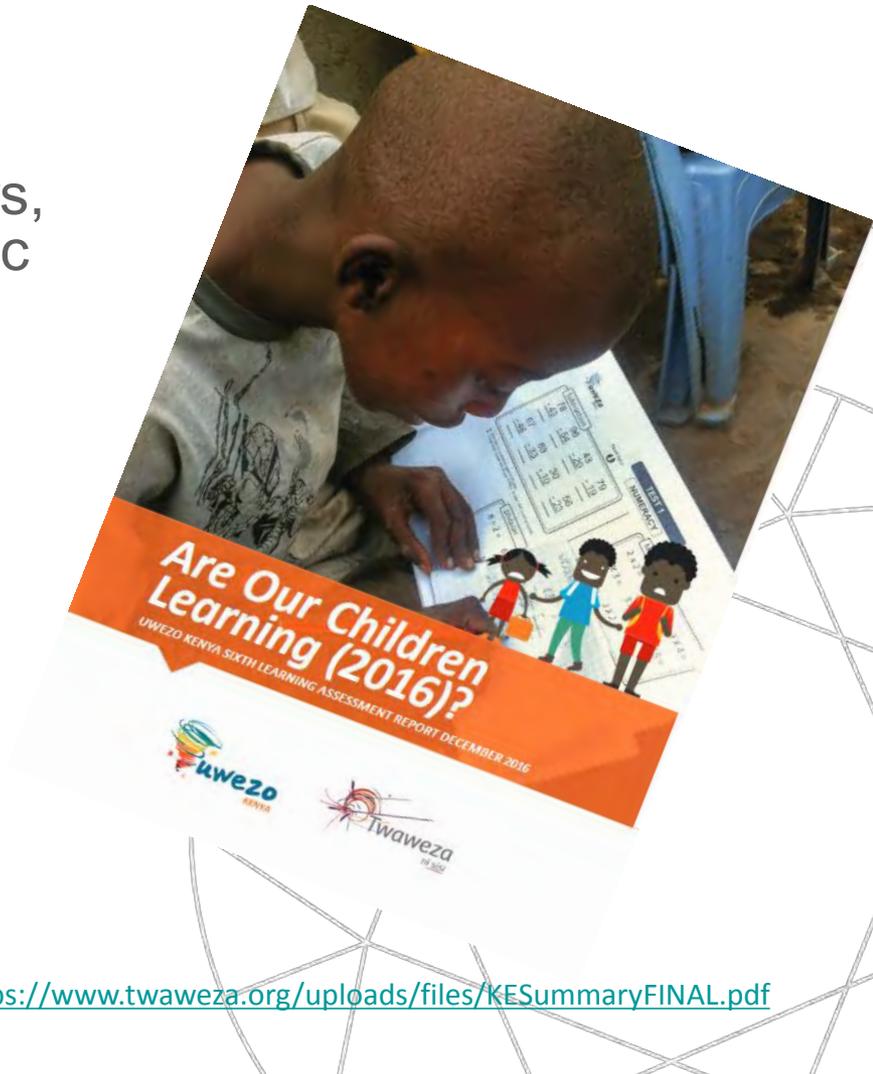
- **Who:** All stakeholders, researchers, educational practitioners, media and the public
- **What:** Overview of all aspects of the assessment including the procedures followed and the findings
- **When:** After the data analysis
- **Why:** Readers can understand the assessment purpose, approach taken, results and implications
- **Technical detail:** Medium



[http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iv/national-reports/final\\_sacmeq\\_iv\\_report\\_namibia-compressed-compressed.pdf](http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iv/national-reports/final_sacmeq_iv_report_namibia-compressed-compressed.pdf)

# Summary reports and pamphlets

- **Who:** For a variety of stakeholders, including teachers, policymakers, the general public or key interest groups
- **What:** Shorter report providing information on the key points from the main report
- **When:** After the data analysis
- **Why:** Provides a fast way for stakeholders to learn about the most important assessment results
- **Technical detail:** Low



# Technical report

- **Who:** Key stakeholders, researchers
- **What:** Detailed technical information on the background to the assessment, how it was developed, implemented, analysed and reported
- **When:** After the data analysis
- **Why:** Provides record of activities and information for readers to judge the quality of the assessment, some technical details may be omitted from main report
- **Technical detail:** High



<https://www.oecd.org/pisa/sitedocument/PISA-2015-technical-report-final.pdf>

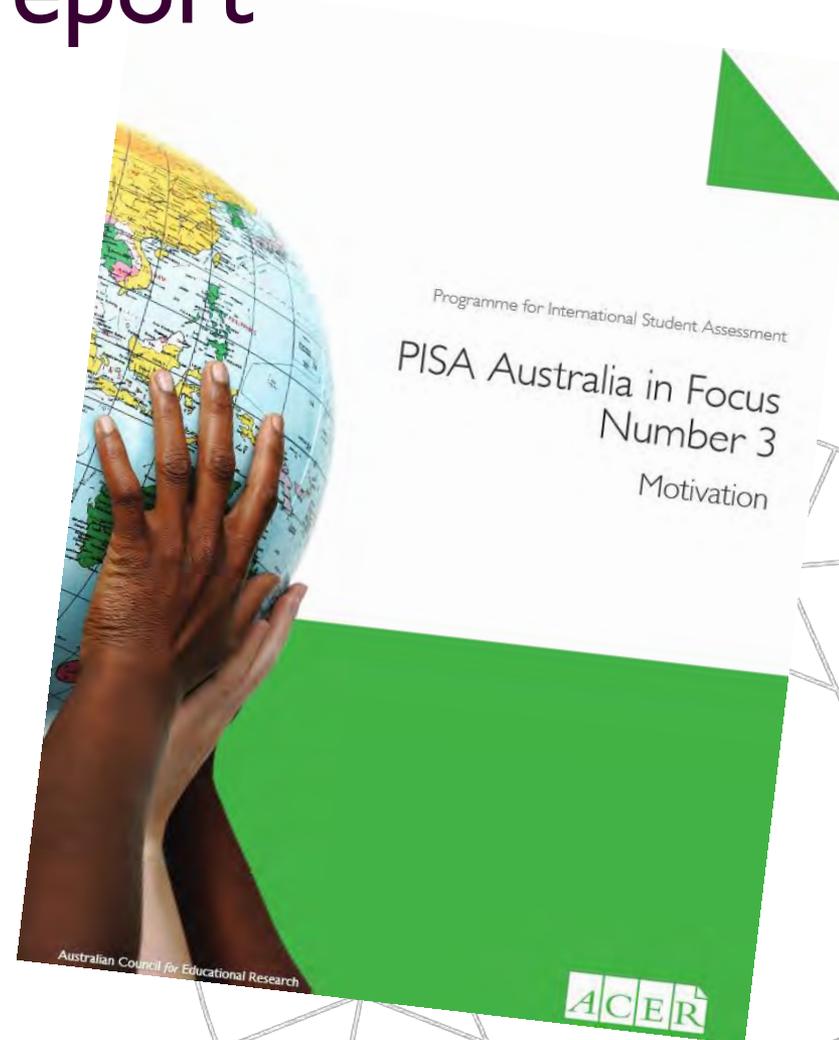
# Assessment framework

- **Who:** Key stakeholders, researchers, educational practitioners, assessment team and the public
- **What:** Provides details about the assessment framework that guided the development of the assessment – the cognitive learning domains as well as the contextual information collected
- **When:** Before and during test development
- **Why:** Helps stakeholders understand assessment, to interpret results and to have confidence in them
- **Technical detail:** Medium to high



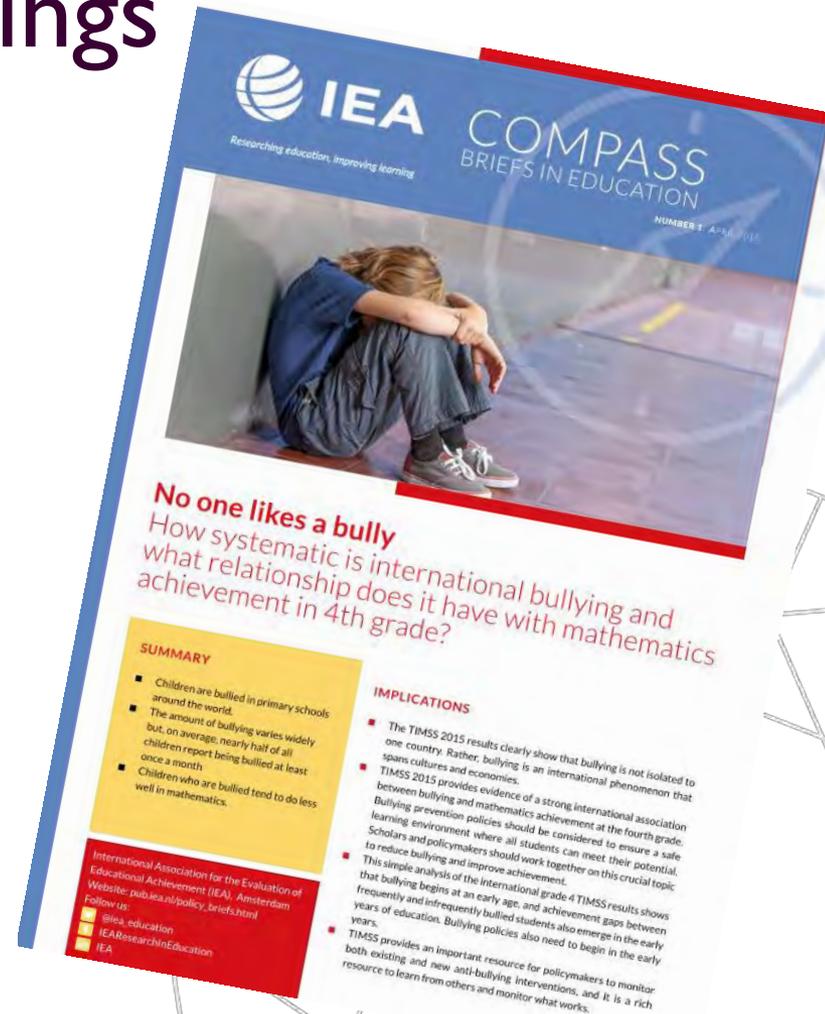
# Thematic report

- **Who:** Particular stakeholder groups, researchers
- **What:** Provides more detailed information than the national report on a particular topic.
- **When:** After data analysis
- **Why:** Can help raise awareness about a particular priority area
- **Technical detail:** Medium to high

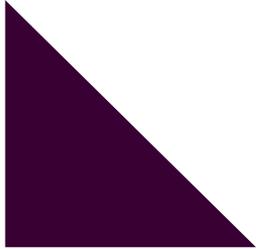


# Policy briefings

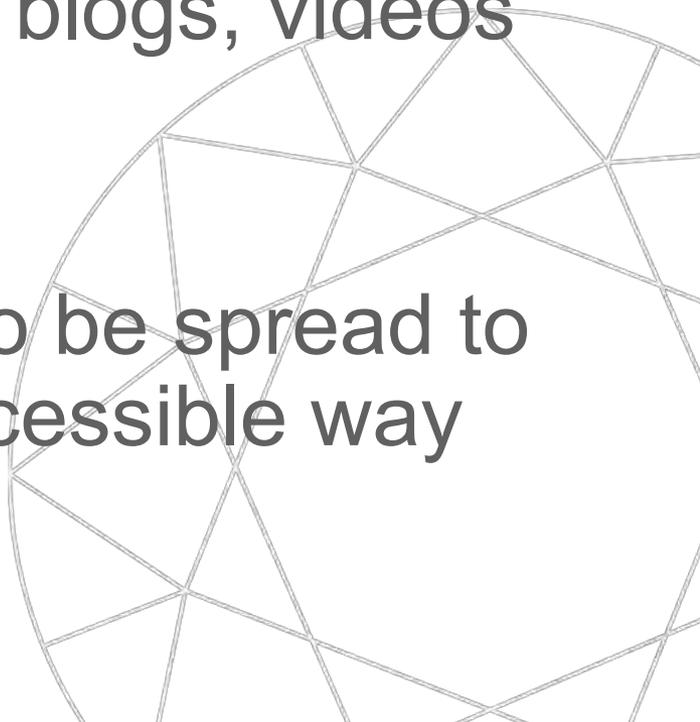
- **Who:** Ministers and policy makers
- **What:** Brief summary of the key findings and possible implications
- **When:** After data analysis
- **Why:** Alert busy senior officials and Ministers to key results, stimulate policy discussions
- **Technical detail:** Low to medium



<https://indd.adobe.com/view/40c57f49-07fa-4e7b-a21e-b5bfb0c52445>



# Media reports

- **Who:** The public
  - **What:** Can include newspaper articles, radio or television reports, blogs, videos and press conferences.
  - **When:** After data analysis
  - **Why:** Allows information to be spread to a wider audience in an accessible way
  - **Technical detail:** Low
- 

# Press release

- **Who:** General public, government officials
- **What:** Short written statement issued to the media
- **When:** Generally after data analysis
- **Why:** Reduces risk of media oversimplifying assessment findings, communicate findings with a wide audience
- **Technical detail:** Low

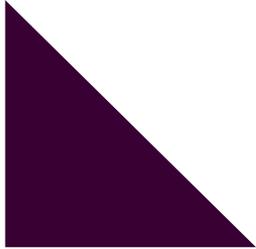


Press Release | 1 June 2016

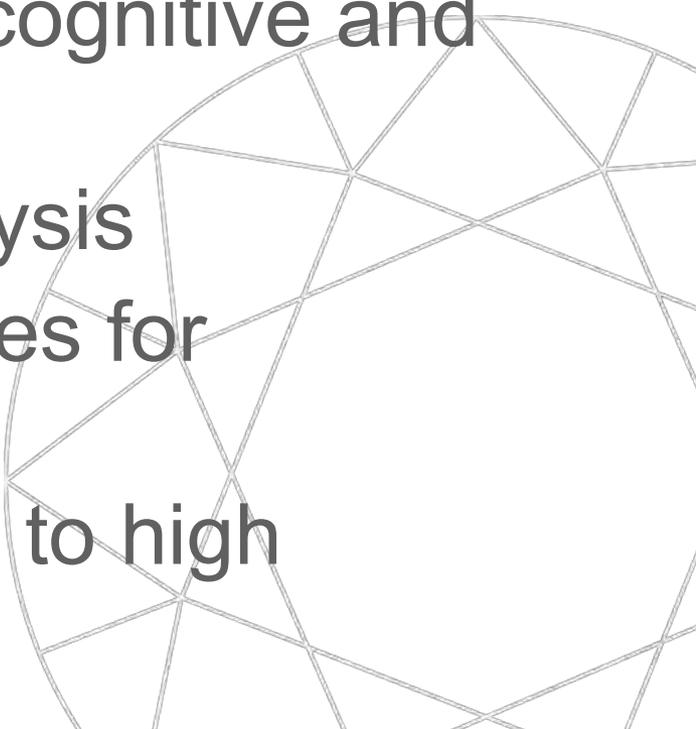
## **Learning outcomes in Uganda remain low, static and inequitable**

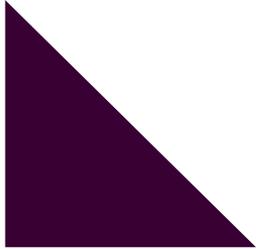
Education system needs better distribution and use of limited resources, and a focus on inclusiveness

1 June 2016: Despite marked progress in increasing access to education in recent years, Uganda has not fully met its commitments under the Education for All Goals. And the improved national average figures

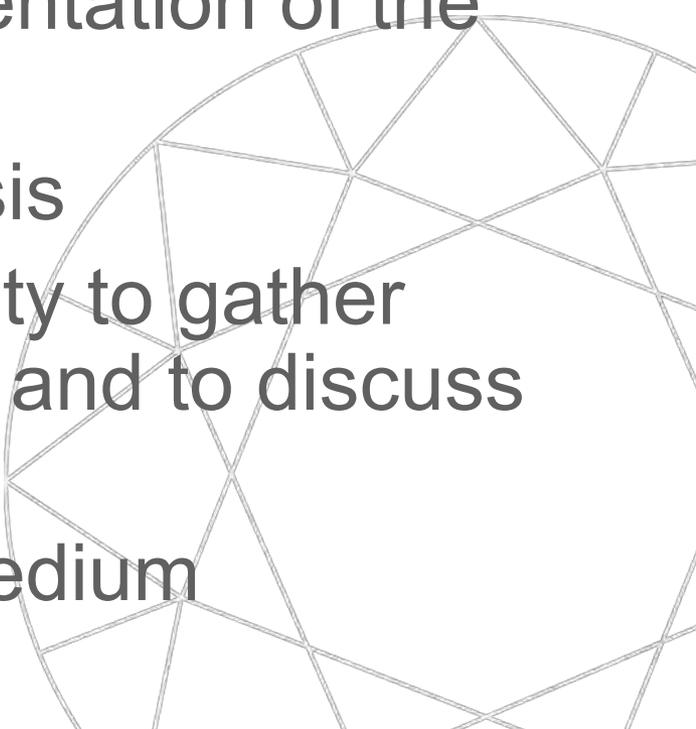


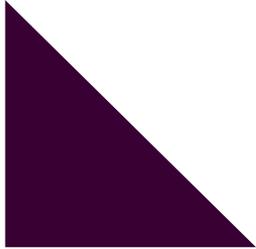
# Assessment databases

- **Who:** Researchers, government officials
  - **What:** Assessment data (cognitive and contextual data)
  - **When:** After the data analysis
  - **Why:** Provides opportunities for secondary data analysis
  - **Technical detail:** Medium to high
- 



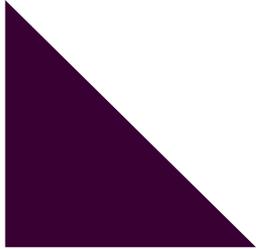
# Conferences and workshops

- **Who:** Particular stakeholder groups, researchers and organisations
  - **What:** Discussion and presentation of the assessment to stakeholders
  - **When:** After the data analysis
  - **Why:** Provides an opportunity to gather feedback from stakeholders and to discuss possible policy implications
  - **Technical detail:** Low to medium
- 



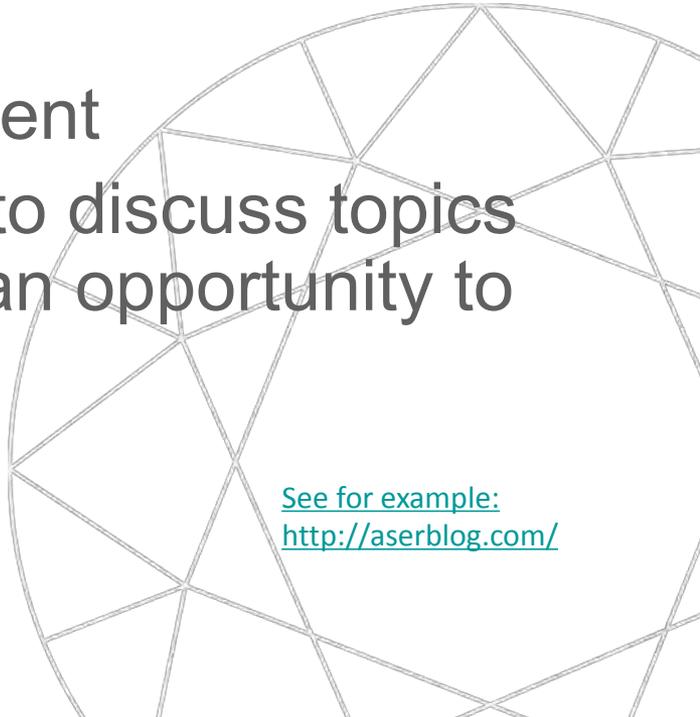
# Assessment websites

- **Who:** All stakeholders, researchers, educational practitioners, media and the public
  - **What:** A webpage for the assessment program may contain links to different dissemination outputs, assessment updates, links to social media
  - **When:** Throughout the assessment
  - **Why:** Enhances accessibility to different dissemination products, provides opportunities for using interactive tools
  - **Technical detail:** Low to medium
- 



# Blogs

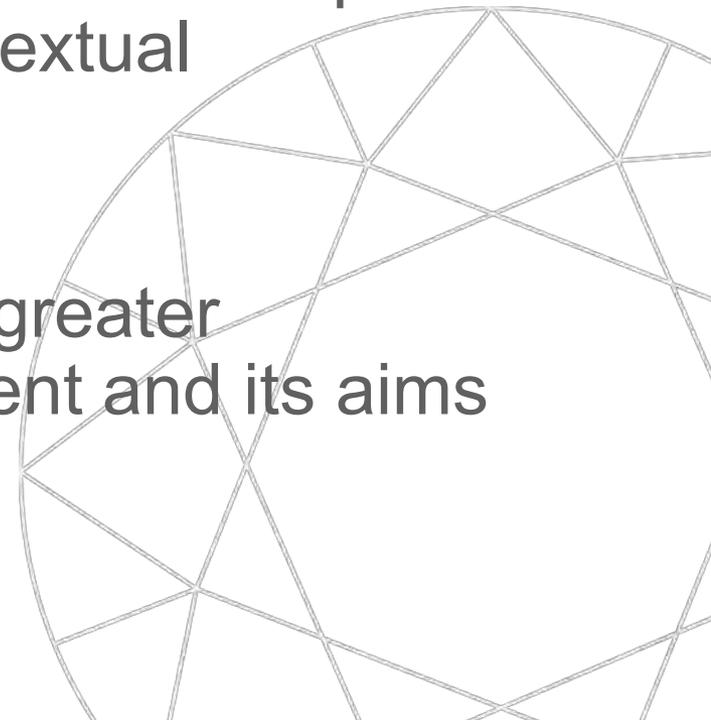
- **Who:** All stakeholders, researchers, educational practitioners, media and the public
- **What:** Informal online posts on particular assessment topics, generally more informal communication
- **When:** Throughout the assessment
- **Why:** Provides an informal way to discuss topics and provides stakeholders with an opportunity to engage with the topic
- **Technical detail:** Low



See for example:  
<http://aserblog.com/>

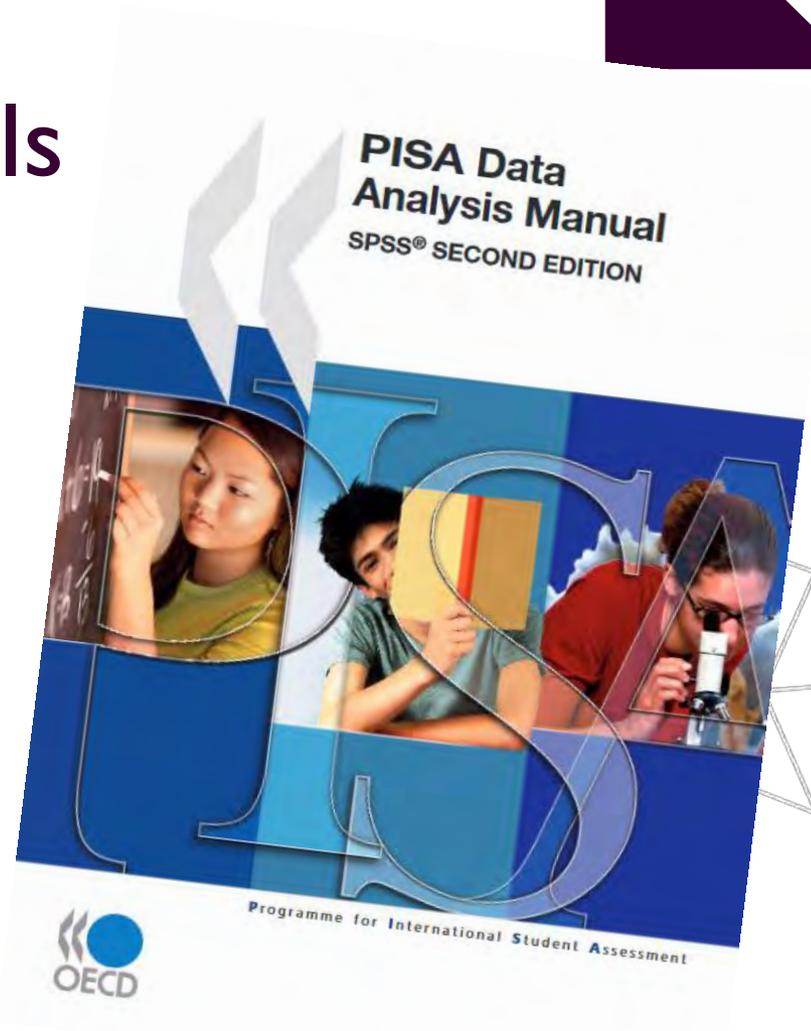
# Sample items and contextual instruments

- **Who:** All stakeholders, researchers, educational practitioners, media and the public
- **What:** Example items along with a description of the items; copies of the contextual instruments
- **When:** After data analysis
- **Why:** Provides readers with a greater understanding of the assessment and its aims
- **Technical detail:** Medium



# Manuals

- **Who:** All stakeholders, researchers, educational practitioners, media and the public.
- **What:** Manuals, such as sampling, data management, test administration, translations
- **When:** After data analysis
- **Why:** Provide stakeholders with information about what the assessment entails and/or to support the use of the database
- **Technical detail:** High



<https://www.oecd-ilibrary.org/docserver/9789264056275-en.pdf?expires=1541723291&id=id&acname=ocid54010355&checksum=8E8B4C12B52596F99BAA44A1F9022B7A>