Student Assessment in Korea

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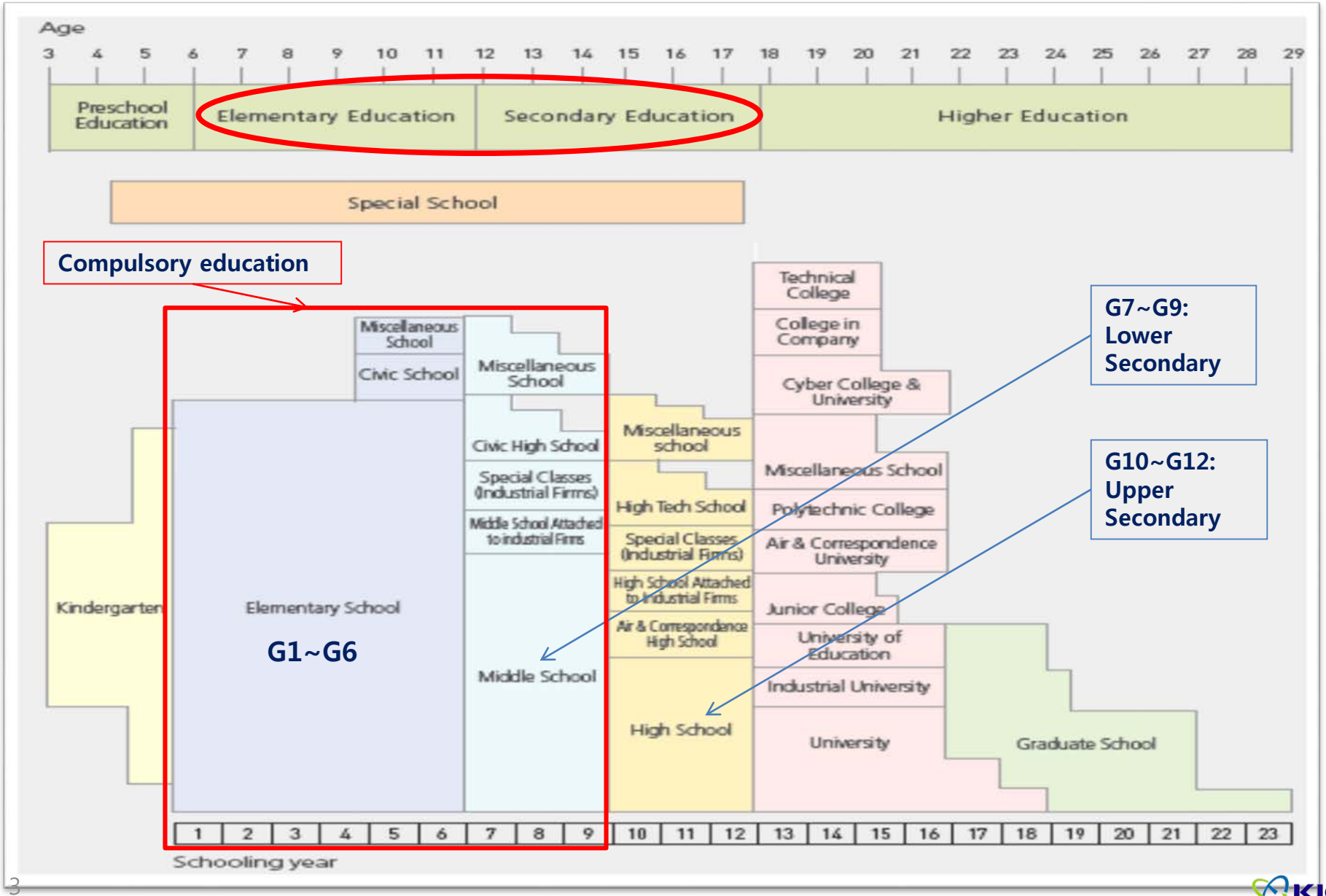
Contents

KICE

I. Education System



I. Education System

Student Assessment Framework

International

- IEA: TIMSS, ICILS
- OECD: PISA

National

- National Assessment of Educational Achievement(NAEA)
- College Scholastic Ability Test(CSAT)

Metropolitan/ Provincial offices of Education(17)

- Learning Diagnostic Test
- Pre-CSAT

Student Assessment within School
(Paper& Pencil, Performance)

II. Student Assessment

1. School Level

School

- Administering performance tests and paper-pencil tests (midterm and final exam)
- Recording each student's achievement on NEIS(National Education Information System)

- Student Assessment based on curriculum
  - Performance test and paper and pencil test
- Extra Curriculum Activity
  - Creativity Activity
  - Behavior Development
  - Character, Convergence, integration

2. National Level

Investigate national accountability of public education

based on national curriculum according to school levels, gender, regional sizes, provincial educational agencies, etc.

Check out academic performance level of individual student

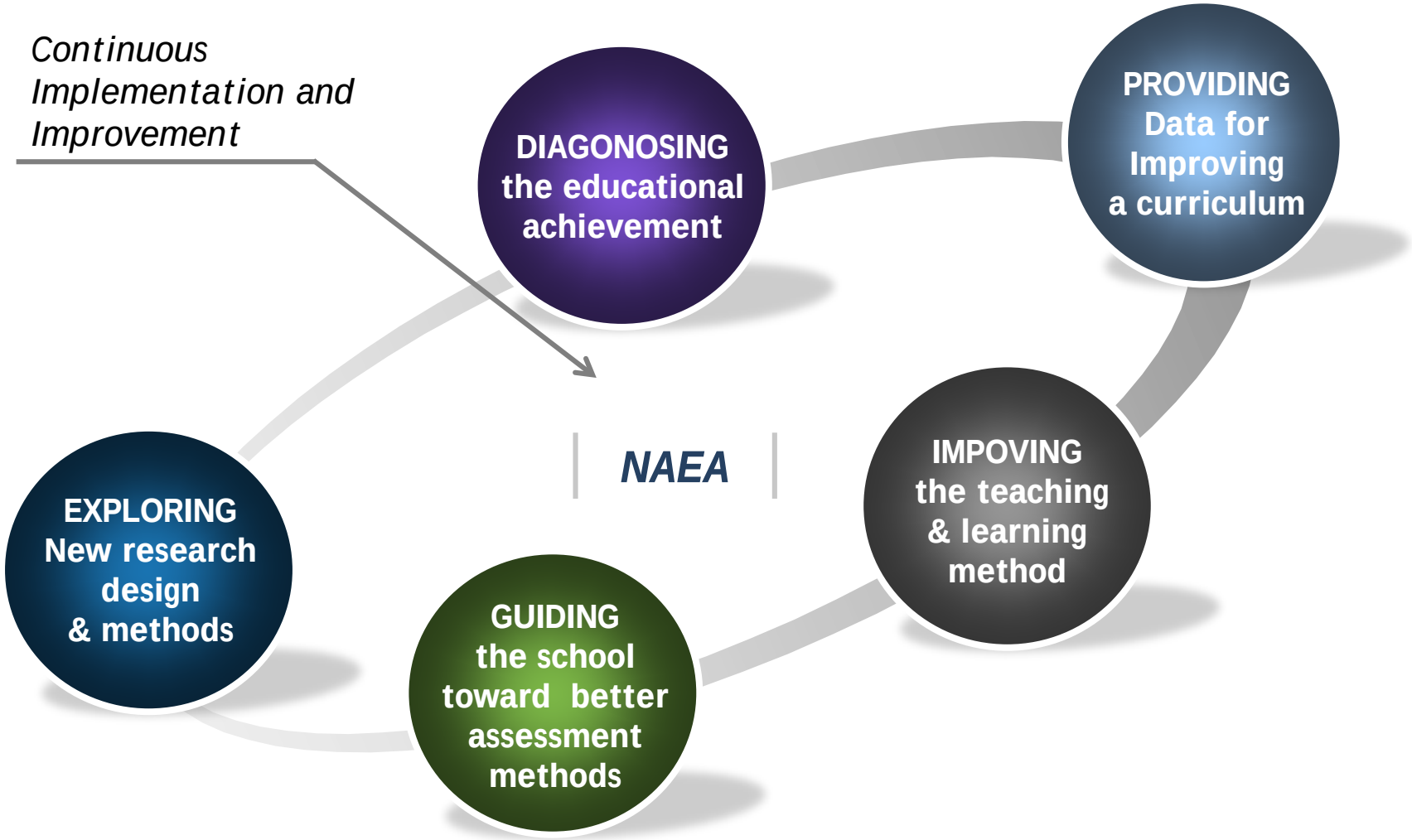
to guarantee all students' progress toward achieving basic knowledge and skills

Suggest educational policy based on empirical research results

between educational context variables and academic achievement of each school level and student background

NAEA plays an important role to support educational policy in national level

Purpose of NAEA



NAEA Characteristics

- **Assessment Based on National Curriculum**
- **Criterion-Referenced Assessment based on Achievement Standards (cf. CCSS)**
  - statements specifying the objectives and content of the national curriculum to guide teaching and learning activities
- **Achievement levels**
  - Advanced, Proficient, Basic, Below-Basic
- **Scaling and Equating procedures**
  - Common items
  - Standard Setting for the revision of National Curriculum
  - Trend of student performance over time.

Assessment Framework of NAEA

GRADE	Grade 9 , 11
SUBJECT	Korean,, Mathematics, English Social Studies, Science (9th sample only) * Background information
TEST	Social Studies, Science and English Multiple-choice items and performance-based items Korean and Math multiple-choice items and short-answer items Korean and English Listening test
Questionnairs	Students, Teachers, Schools(Principals)

Questionnaires of NAEA

STUDENTS

- Personal and Family Background
- Extracurricular Activities
- Learning Method and Attitude
- School Life
- Learning Related to Each Subject, etc.

TEACHERS

- Personal Background
- Teaching Activities Related to Each Subject
- Job's Satisfaction, etc.

SCHOOLS

- School Features
- School Facilities
- School-Level Curriculum Management
- School Climate, etc.

Achievement Levels of NAEA

ADVANCED

Superior academic performance of required knowledge and skills
(Above 80% reached to the desired performance that must be achieved in each content and grade)

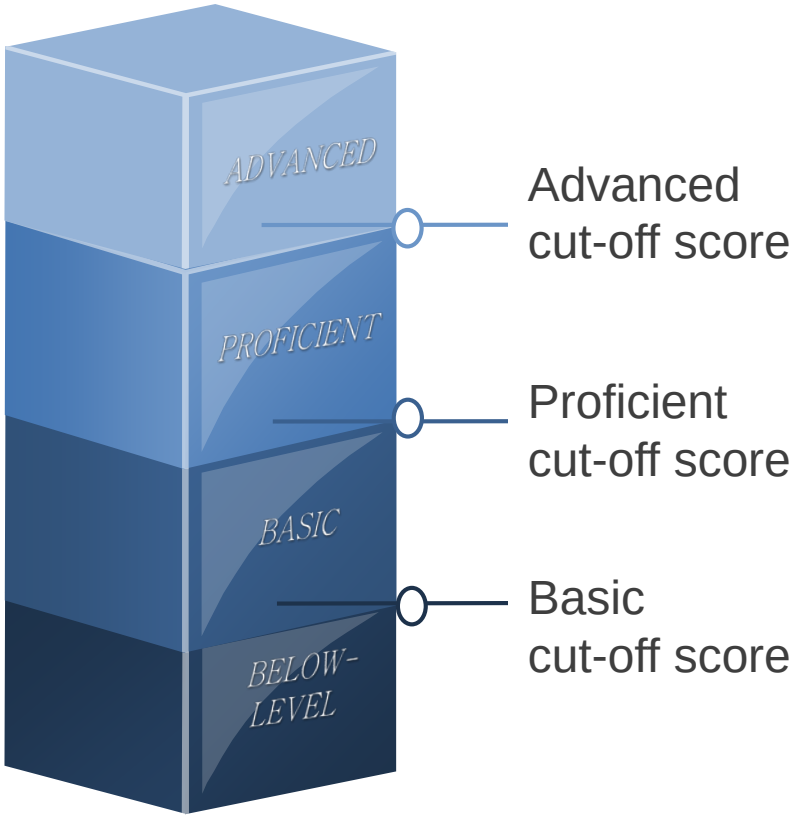
PROFICIENT

Solid academic performance of required knowledge and skills
(50 – 80% reached to the desired performance that must be achieved in each content and grade)

BASIC

Partial mastery of required knowledge and skills
(20 – 50% reached to the desired performance that must be achieved in each content and grade)

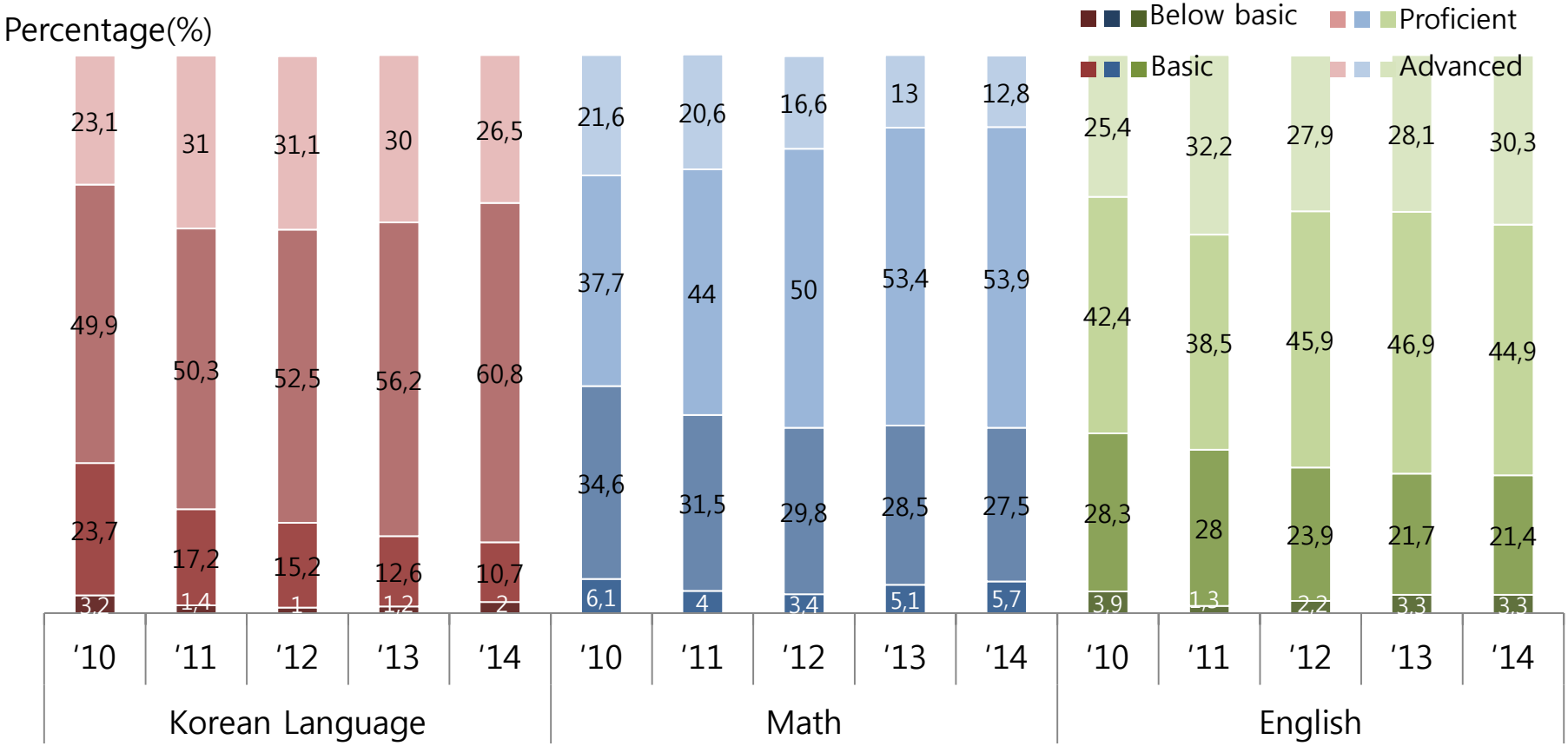
BELOW BASIC



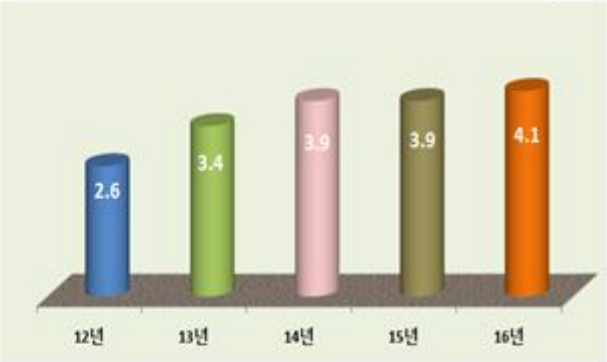
Monitoring of Student Achievement ❶

"Zero Below-Basic Plan" & "Upward Equalization"

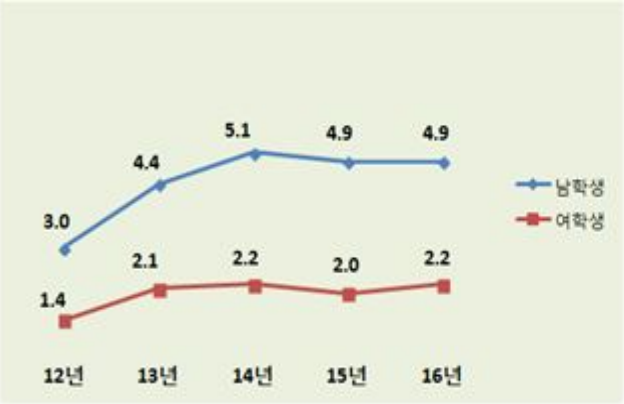
Grade 9 (2010 ~ 2014)



Monitoring of Student Achievement Ⅱ



Trends of Student rates at above basic and below basic



Gender difference at lower and upper secondary level

3. International Level

PISA The OECD Programme for International Student Assessment

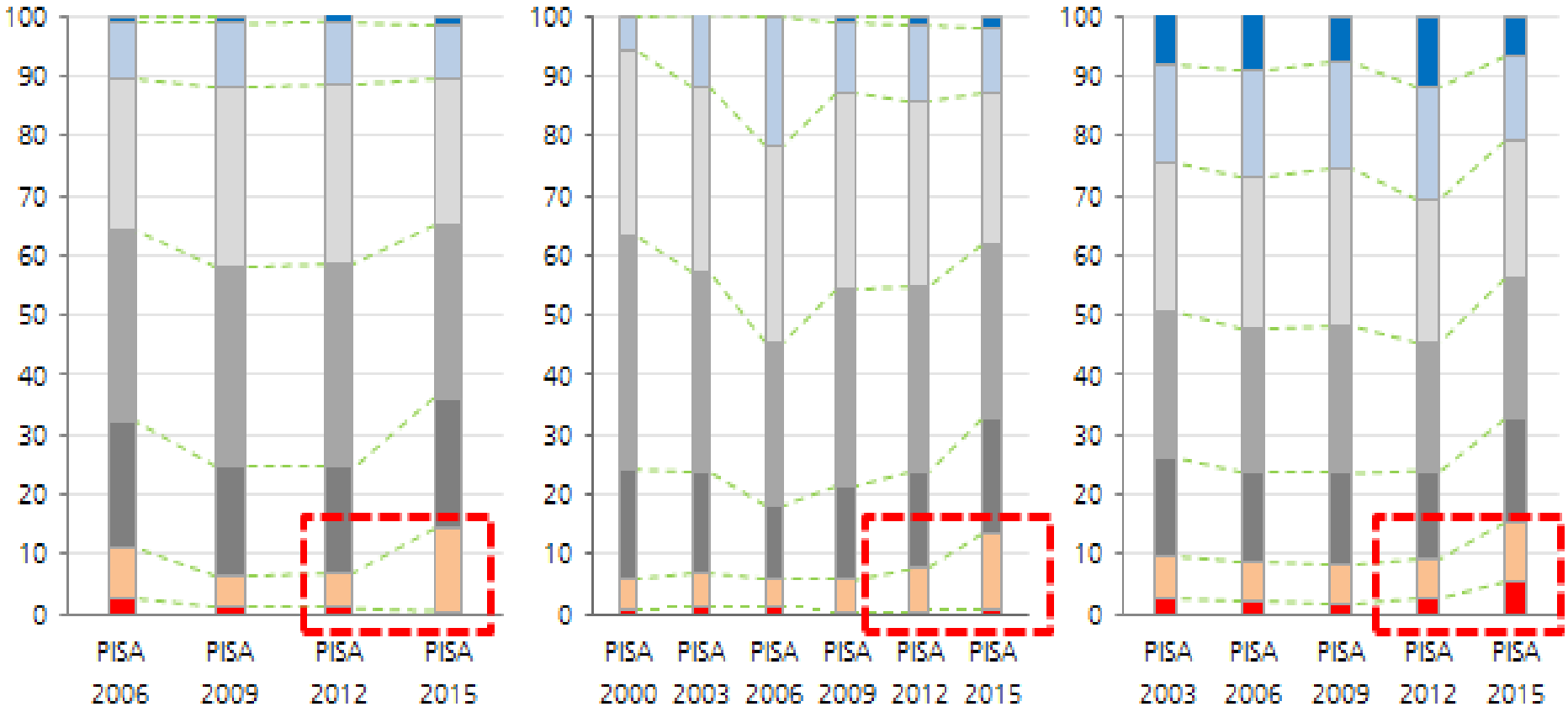
TIMSS Trends in International Mathematics and Science Study

ICILS International Computer and Information Literacy Study

PISA Results

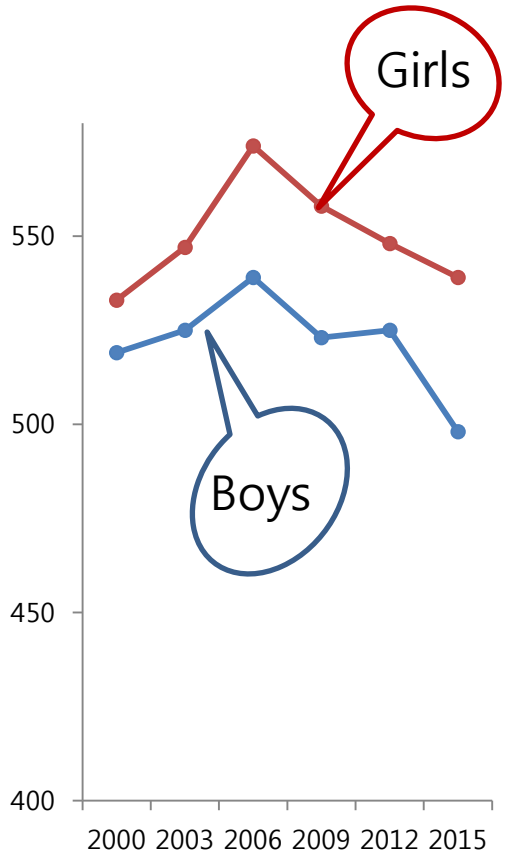
			PISA 2000 (43)	PISA 2003 (41)	PISA 2006 (57)	PISA 2009 (75)	PISA 2012 (65)	PISA 2015 (70)
Reading	Mean		525	534	556	539	536	517
	Rank	OECD	6	2	1	1~2	1~2	3~8
		ALL	7	2	1	2~4	3~5	4~9
Math	Mean		547	542	547	546	554	524
	Rank	OECD	2	2	1~2	1~2	1	1~4
		ALL	3	3	1~4	3~6	3~5	6~9
Science	Mean		552	538	522	538	538	516
	Rank	OECD	1	3	5~9	2~4	2~4	5~8
		ALL	1	4	7~13	4~7	5~8	9~14

PISA Proficiency Level

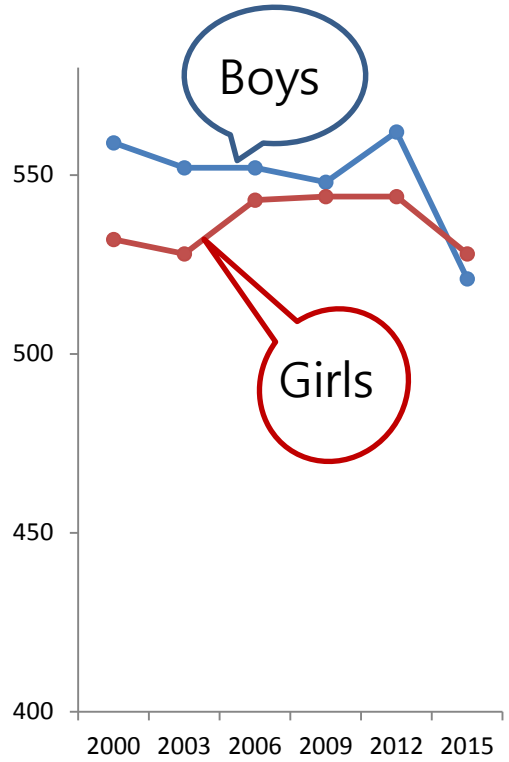


Reading **Mathematics** **Science**

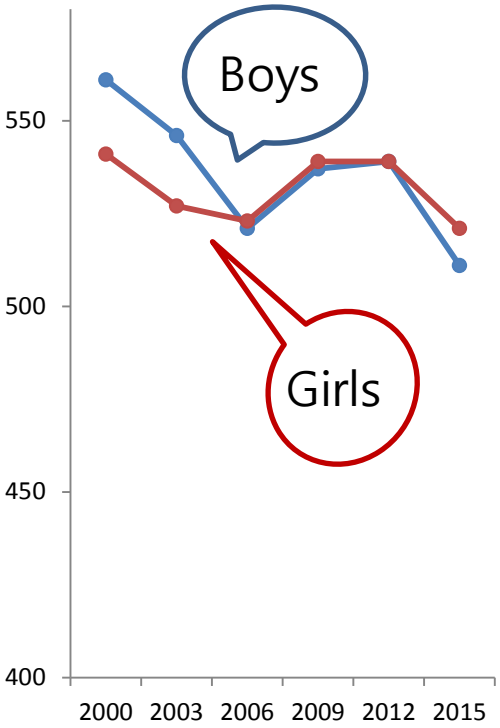
Gender Difference in PISA



Reading

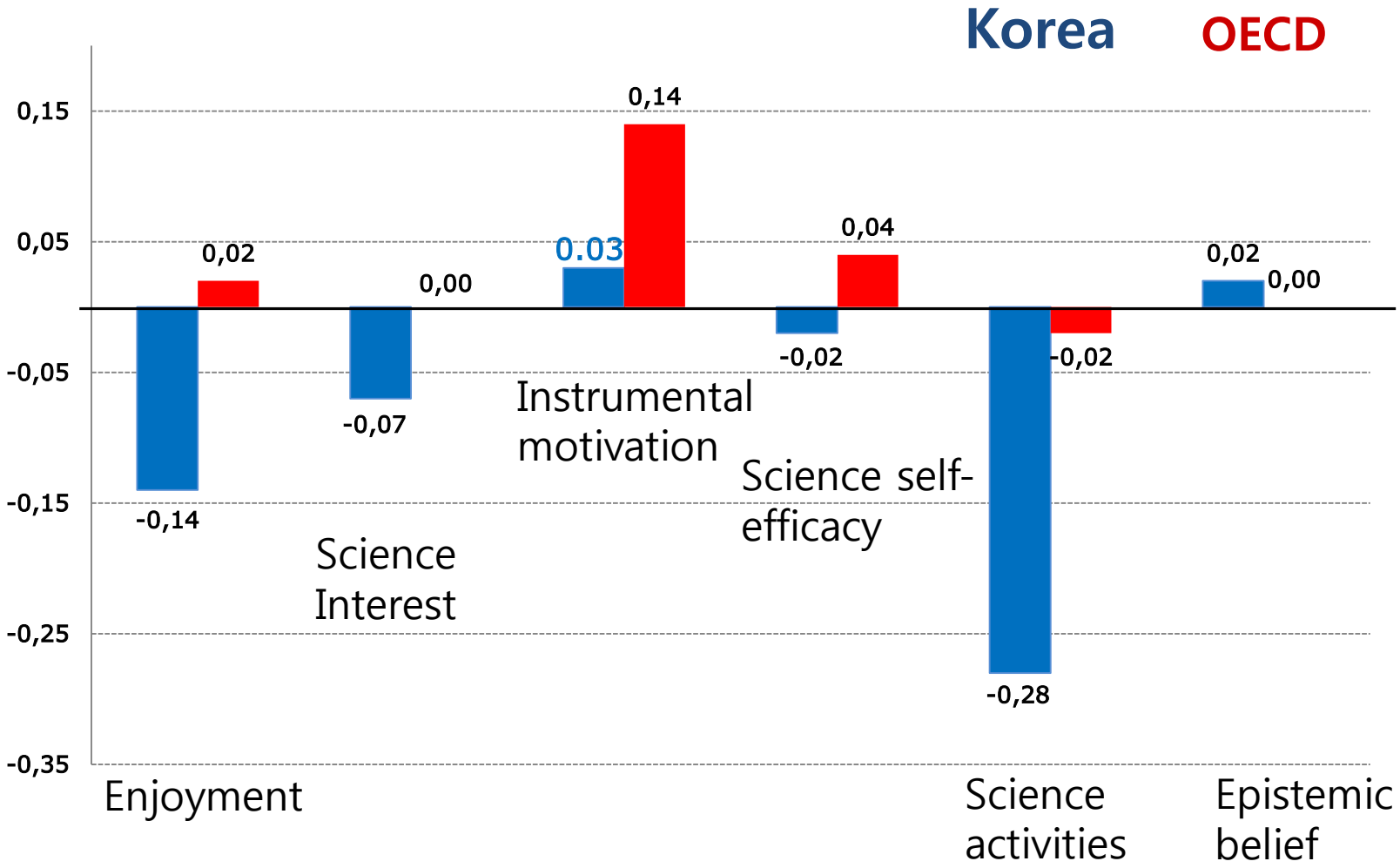


Mathematics



Science

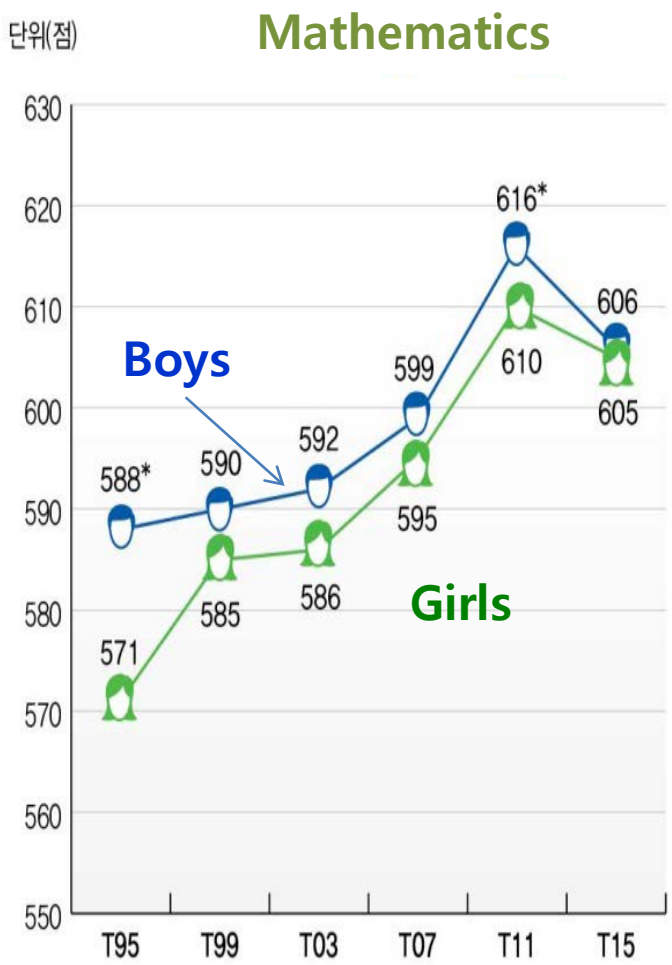
Student Attitude towards Science

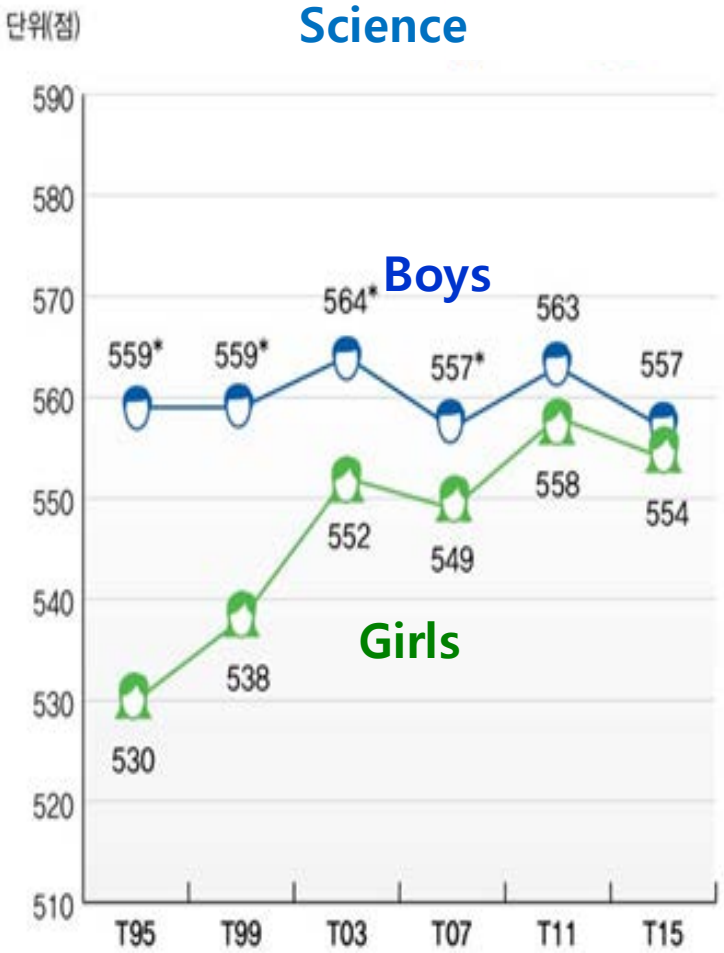


TIMSS Results

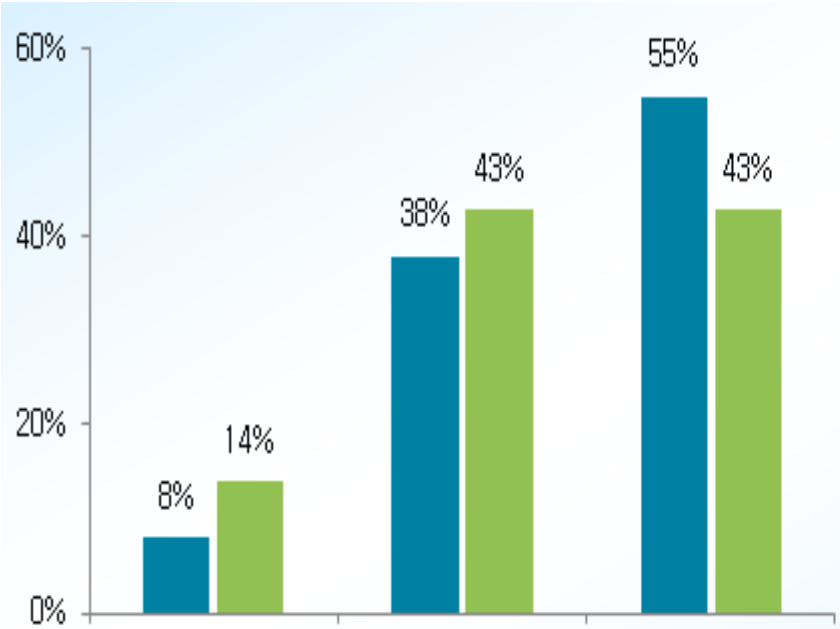
			TIMSS 1995	TIMSS 1999	TIMSS 2003	TIMSS 2007	TIMSS 2011	TIMSS 2015
Math	G4	Mean	581	-	-	-	605	608
		Rank	2	-	-	-	2	3
	G8	Mean	581	587	589	597	613	606
		Rank	3	2	2	2	1	2
Science	G4	Mean	576	-	-	-	587	589
		Rank	1	-	-	-	1	2
	G8	Mean	546	549	558	553	560	556
		Rank	4	5	3	4	3	4

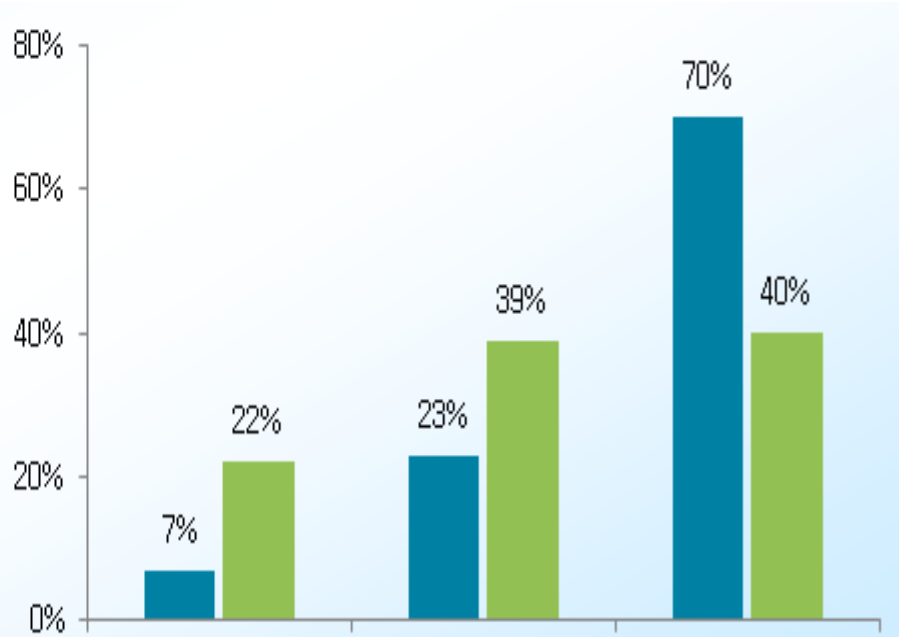
Gender Difference in TIMSS G8





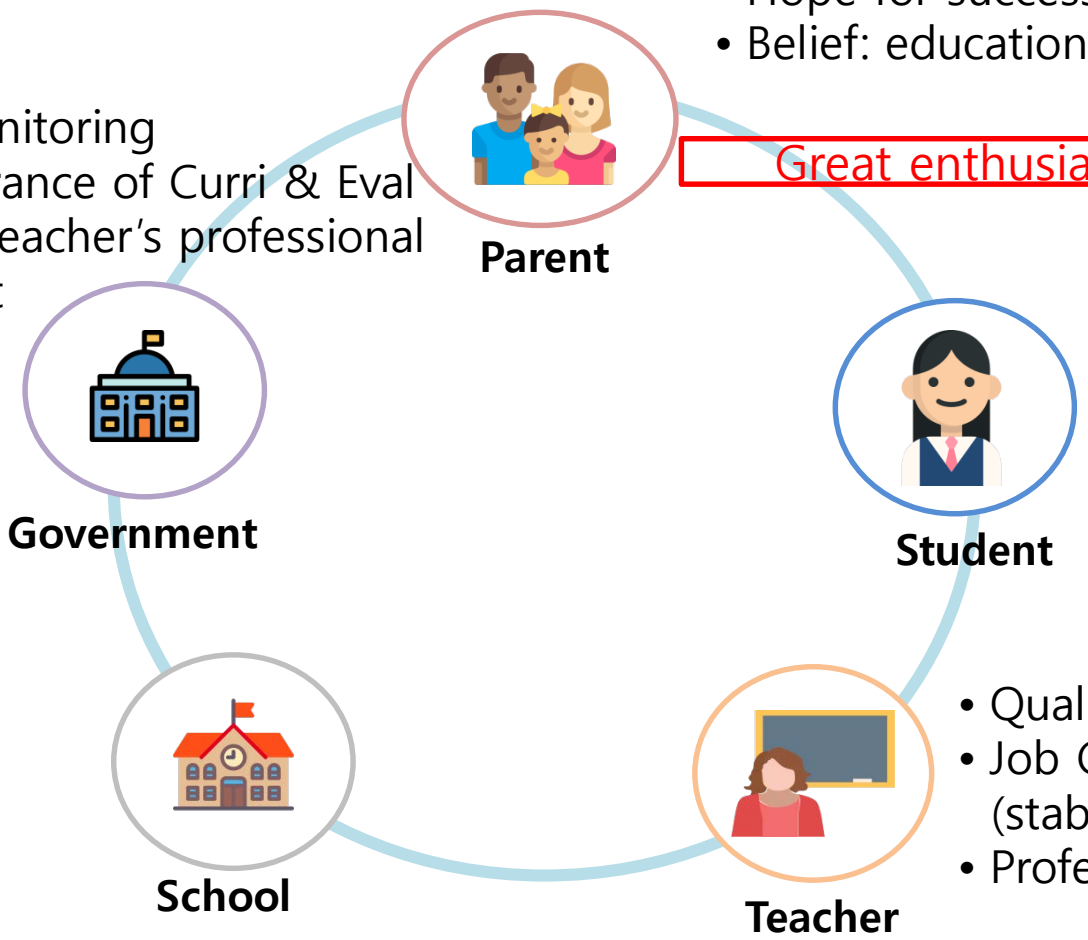
Student Confidents in Math and Science





III. Reflections

What makes students perform well?



- Hope for success via child
- Belief: education = success

Great enthusiasm for education

- Systemic monitoring
- Quality assurance of Curri & Eval
- Supporting teacher's professional development

- Motivation
- Curiosity etc.

- Quality of Teachers College
- Job Condition (stability, salary, pension…)
- Professional development

III. Current Issues and Thoughts

What have we missed?

1) Collaboration - too much focused on competition

2) Student's interest, passion, creatives – cramming for test

3) Inquiry, Process - Results/Rank oriented

4) Holistic growth – only focusing on score

III. Reflections

What do we go for?

1) **Integrative approach – Cognitive & Non-Cognitive**

2) **Assessment for Learning – Process oriented assessment**

Eg) critical thinking, communication, social responsibility etc.

3) **Competency based Assessment**

4) **Alignment of Teaching, Learning, & Assessment**

Thank you.

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