
The National Assessment of Education Quality in China



National Assessment of Education Quality

CONTENTS

01

BACKGROUND

02

EXPLORATION

03

NATIONAL ASSESSMENT

04

SOME REMARKS

01

BACKGROUND

The Status of Chinese Compulsory Education

Access to schools for all

- After 40 years of development, China has achieved the goal of the **9 year compulsory education**

High quality education for all

- Currently, the **quality and equity** of basic education has become a major concern of society

The Status of Chinese Compulsory Education

Public Expectations for basic education in China:



Education
Quality



Students'
Holistic
Development

International Experiences

International Organizations

Program of International Student Assessment (PISA)

Trends in International Mathematics and Science Study (TIMSS)

Progress in International Reading Literacy Study (PIRLS)

Developed Countries

National Assessment of Educational Progress (NAEP)—America

The Directorate for evaluation, forecast and performance (DEPP)—France

National Institute for Educational Policy Research (NIER)—Japan

Australian Council for Educational Research (ACER)—Australia

Korea Institute for Curriculum and Evaluation (KICE)—Korea

Hong Kong Examinations and Assessment Authority (EA)—HK

Developing Countries

Latin American Laboratory for Assessment of the Quality of Education, LLECE

Programmed'Analyse des Systèmes Educatifs de la CONFEMEN, PASEC



National Assessment Center of Education Quality (NAEQ)

Mission:

- To construct standards for monitoring the quality of basic education
- To research and develop tools for monitoring the quality of basic education
- To implement the work of monitoring the quality of basic education nationwide upon the authorization of the Ministry of Education
- To support and guide work for the local governments on basic education monitoring

02

EXPLORATION

Exploration: Pilot Assessments

8 years (2007-2014)

		2007	2008	2009	2010	2011	2012	2013	2014
Assessment Contents		Math, Mental Well-being, Contextual Information	Math, Mental Well-being, Contextual Information	Chinese, Science, Contextual Information	Chinese, Science, Contextual Information	English, Physical Education, Contextual Information	Math, Science, Mental Well-being, Contextual Information	Chinese, Mental Well-being, Contextual Information	Math, Physical Education, Contextual Information
Sample Type and Size	Counties	15	50	30	79	104	271	117	106
	Schools	295	900	450	1,398	1,675	4,913	1,939	2,059
	Principals	295	900	450	1,398	1,675	4,868	1,939	1,911
	Teachers	295	5,961	3,711	8,575	5,899	48,642	20,348	18,500
	Students	14,009	34,910	18,900	56,760	64,265	190,104	82,304	64,288

Establishment of Assessment System

April 15th 2015

National Compulsory Education Quality Assessment System



		2015	2016
Assessment Contents		Math, Physical Education, Contextual Information	Chinese, Arts, Contextual Information
	Sample Type and Size	Counties	323
Schools		6476	6527
Principals		6476	6527
Teachers		65270	70 thousand
Students		191 thousand	192 thousand

The 2017 National Assessment was successfully conducted on May 25th.

03

**NATIONAL COMPULSORY
EDUCATION QUALITY
ASSESSMENT SYSTEM**

Assessment Content Areas & Tests

Grade 4 & 8 Students

- **Avoid the impact of test-oriented education**
- **Critical development period**
- **International experiences (e.g. NAEP, TIMSS)**

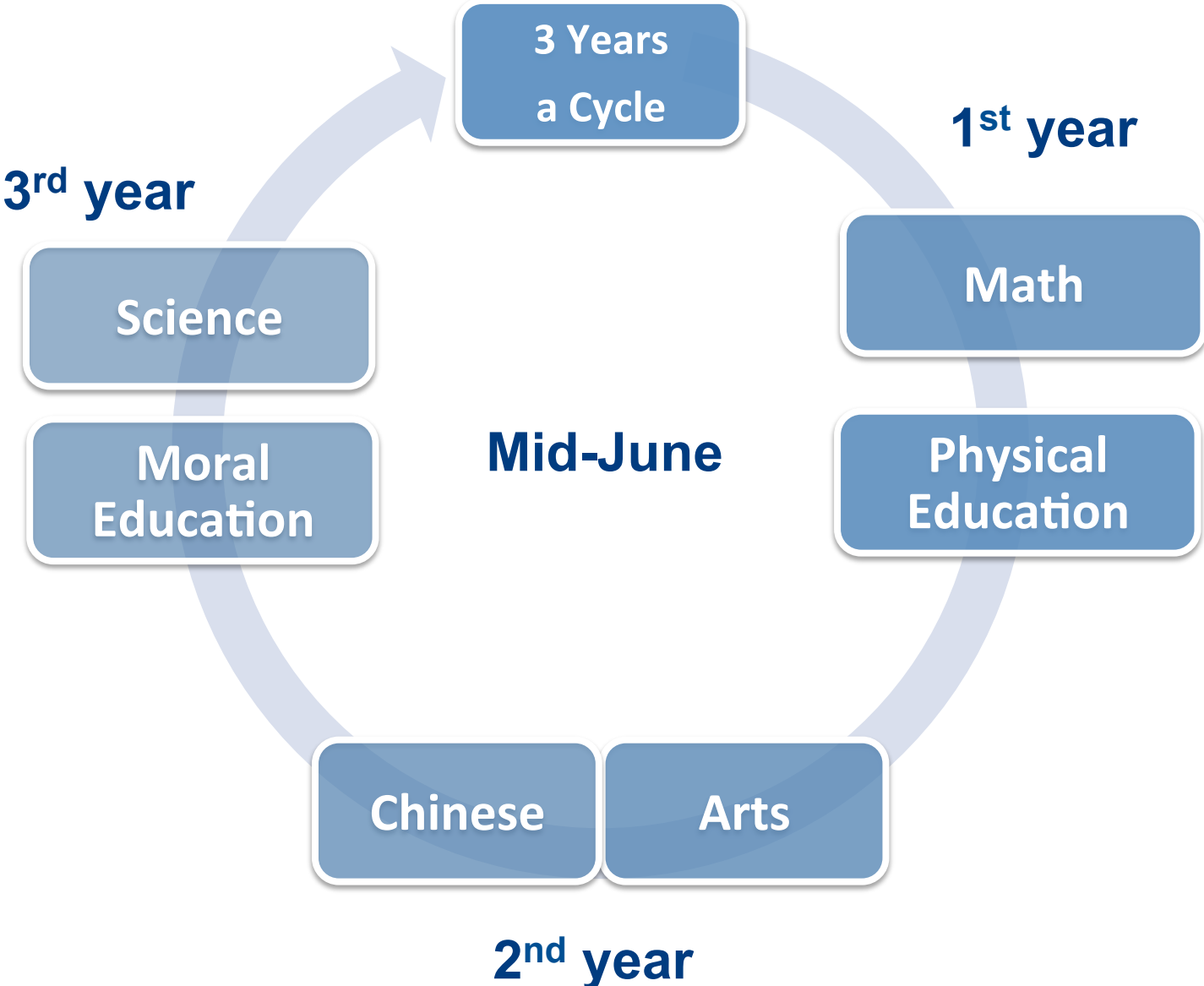
Content

- **6 subjects: Math, Chinese, Science, P.E., Arts, Moral Education**
- **3 aspects:**
 - **—knowledge & skills mastery**
 - **—problem-solving ability**
 - **—contextual information**

Assessments

- **Paper-and-pencil assessment**
- **Performance assessment**

Assessment Cycles & Schedule



Assessment Framework—Mathematics

Mathematics Assessment Framework

Academic
performance

Emotions/
Attitudes

Contextual information

Operation

Space

Data analysis

Reasoning

Solving

Interest

Confidence

Class
hours per
week

Homework
hours

Teachers'
education
background

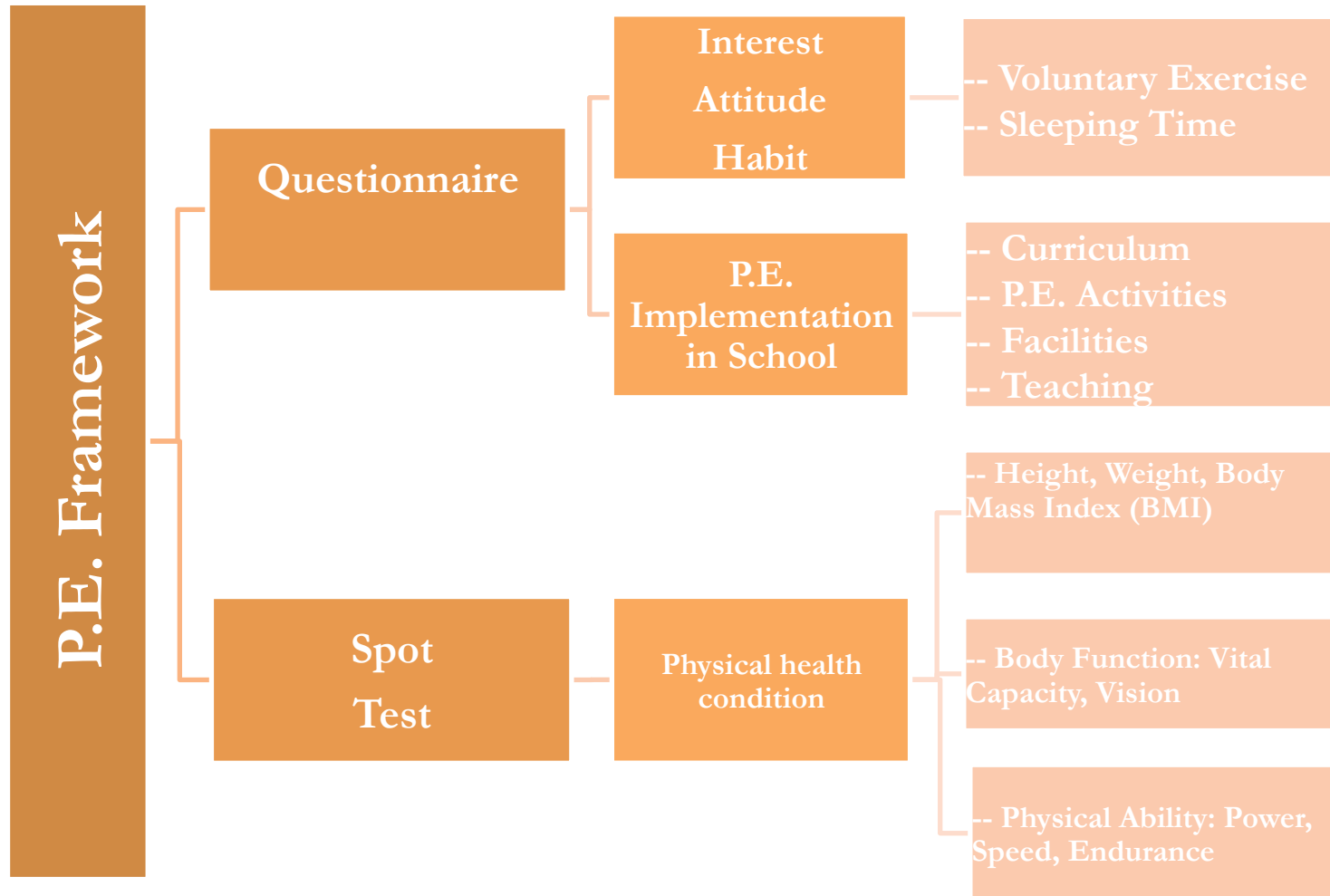
Age

Teaching
behaviors

Media
equipment

Internet
usage

Assessment Framework—P.E.



Assessment Framework—Arts

Music

Visual arts

Knowing & Understanding

Knowledge and understanding of music & visual arts elements and terms;
Knowledge of the personal, historical and cultural characteristics of Chinese and foreign classic works.

Appreciation & Evaluation

Identifying and evaluating the genres, forms, themes, styles, emotion of music and visual art works.

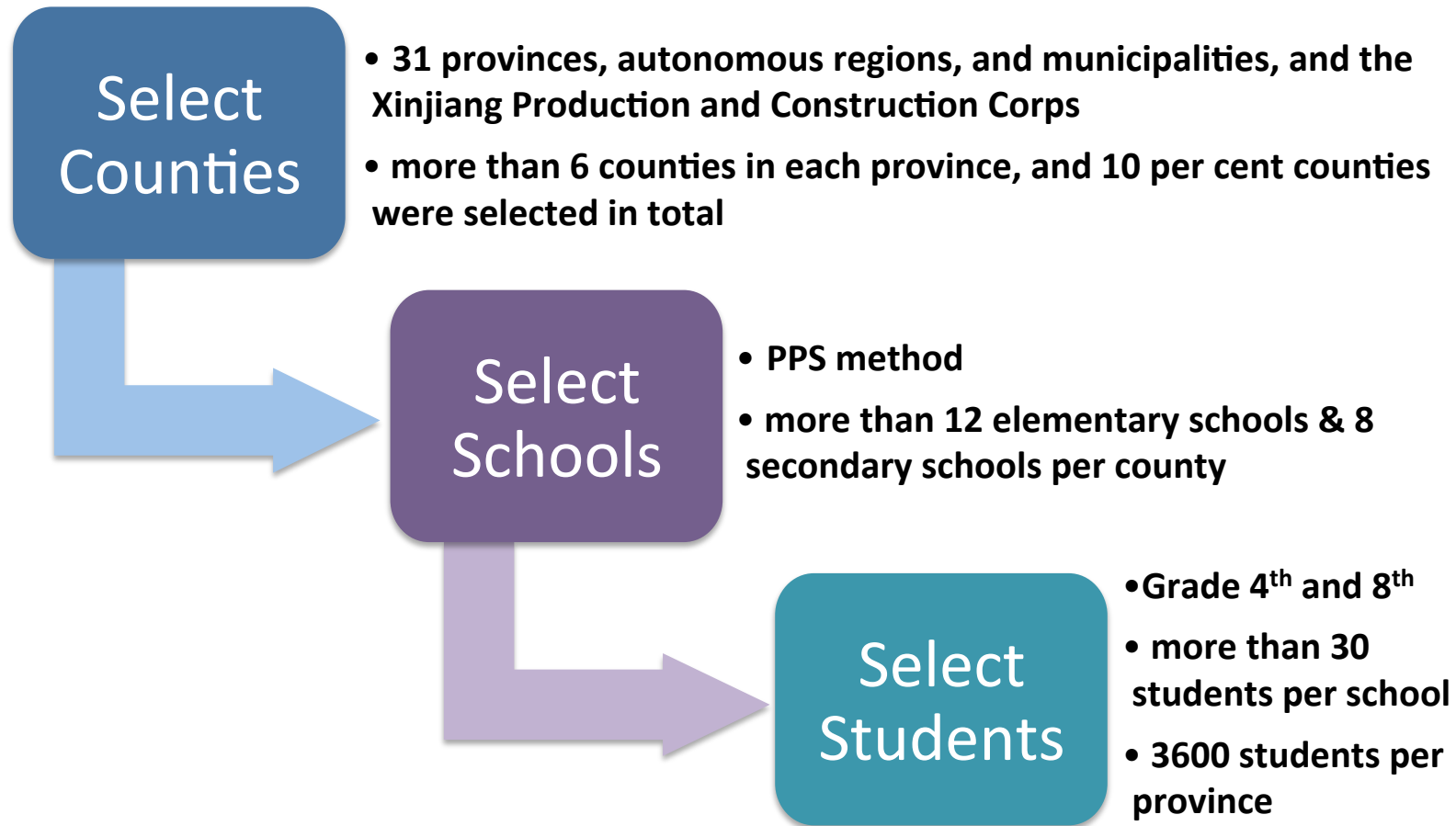
Performance & Creation

Singing & Creating the simple melody or rhyme.

Drawing and reflecting upon their own artworks

Interests & Involvement in arts activities

Sampling Design



Sampling error < 1% to represent the whole country

Sampling error < 4% to represent almost all provinces

Setting the Performance Standards

- **Two methods were considered:**

- Angoff method
- Bookmark method

Level IV

• Advanced

Level III

• Proficiency

Level II

• Basic

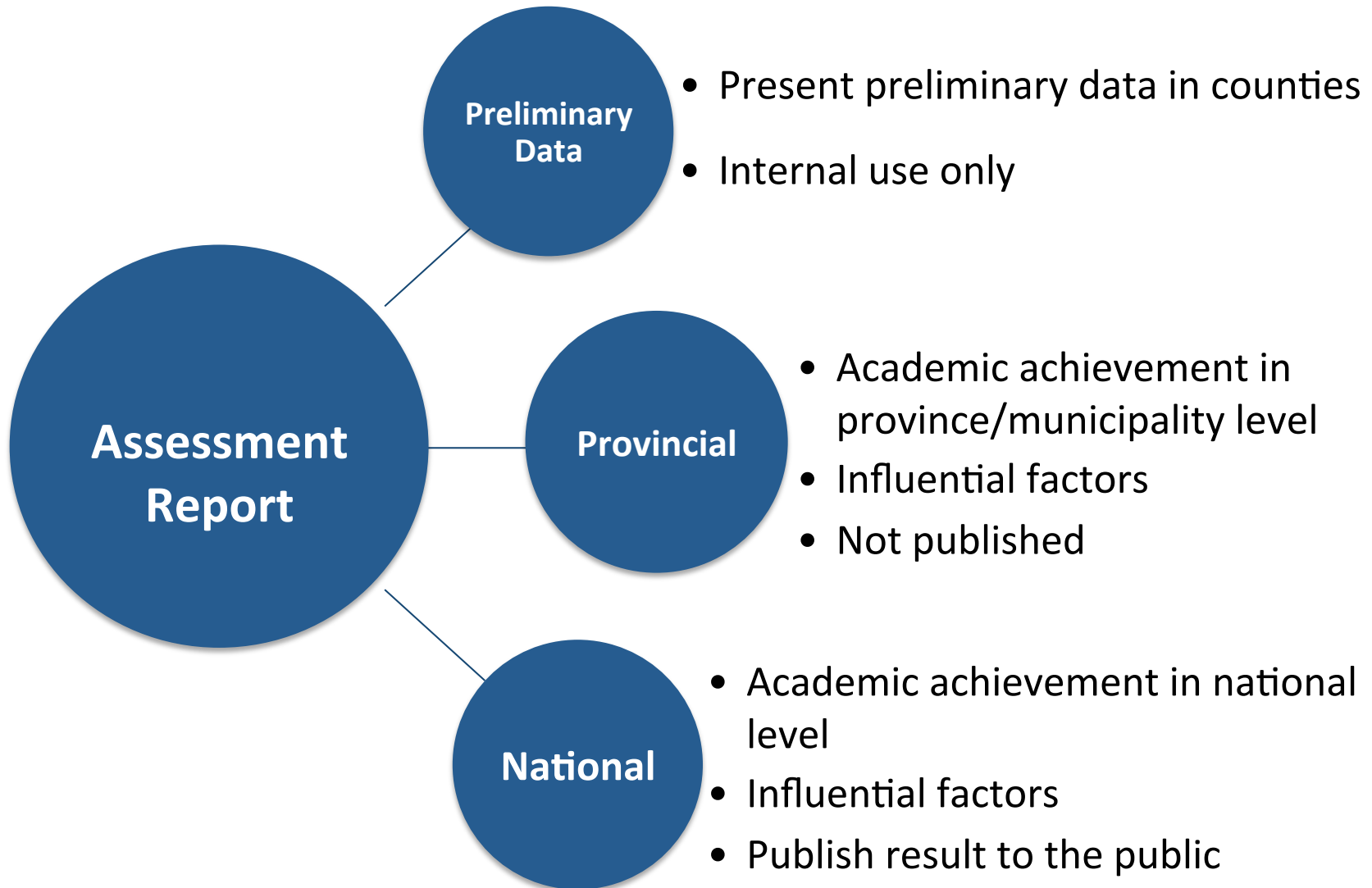
Level I

• Below Basic

- **Process**

- Judgment panel including 15 persons with diverse backgrounds
- Three-day meeting within each panel
- Three stages were conducted for the whole process

The Use of Assessment Reports



04

SOME REMARKS

Future Development

**Compulsory
Education**

**Early Childhood &
High School**

Paper-pencil Based

**Computer Based,
Performance Assessment,
Big Data...**

Students Literacy

Influential Factors

Debates Still Exist

- **How to define the quality of basic education?**
- **Should the National Curriculum Standards be a guideline for developing the Assessment Standards?**
- **Should we establish the unified standards or diverse standards to reflect huge difference among different regions?**

THANK YOU!
