Accountability in the Netherlands

Anton Béguin

Cambridge, 19 October 2009
Ideal:

Unobtrusive indicators of quality
Accountability

System level
• international assessments
• National assessments

School level
• End of primary education test
• Examination results
Assessment

• WHY
• WHO
• WHOM
• WHAT
• HOW

is assessed?
Who?

• Student
• School
• System

➡ Complicating factor: measurement always through student
Measurement of learning

Measurement

Stakes for student

Student

Capability

knowledge / proficiency

Motivation

School

Correction for input

Condition of measurement ➔ function in education
School evaluation ➔ mixing functions of the assessment

Evaluation of scores of the students (by the school, secondary education, etc)
Evaluation of the teacher (by school government)
  • Aggregation of student results
Evaluation of the school (by inspectorate, stakeholders)
  • Aggregation of student results

Mixing functions is precarious
Stakeholders of education

- Politicians
  - State government
  - Regional government
  - Local government
- School government
- Teacher
- Student
A list of actors:

- Politicians
  - State government
  - Regional government
  - Local government
- School government
- Teacher
- Student
Motivation of the student →
assessment condition

Motivation of the teacher
Motivation of the school
Inspectorate

- School visits every 4 years (two days)
  - More often
    - half day visits
    - Extended visits if quality failed
- Observations, interviews, questionnaires
- School report on the internet
- 20+ indicators of quality
Future

• Risk based

• Extended inspections only if at risk
  – output is unsatisfactory for 3 years in a row
    • Summative and formative assessments
    • Drop outs
    • Reference of students to lower types of education
  – complaints
  – also based on annual reports
The Dutch education system

- Primary education
- Lower secondary education
- Pre-vocational secondary education
- Senior general secondary education
- Pre-university education
- Higher vocational education
- Senior secondary vocational education
- Vocational training programme
- University

Timeline:
- Age 4
- Age 12
- Age 18

Options:
- Full-time
- Part-time
- Compulsory education

Special secondary schools
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
When taken, purpose and participants

• **When?**
  - Last grade of primary school (age 11-12)
  - Three mornings

• **Purpose?**
  - Helps making the right decision about the type of secondary education that is best suited for a child
  - Gives information about the school’s performance on the subject skills which are part of the test

• **How many participants?**
  - Approximately 6400 schools (85%) and 161,000 pupils
Type of test

• Educational achievement test
• Subject skills:
  ✓ Language
  ✓ Arithmetic/Mathematics
  ✓ Study Skills
  ✓ World Orientation (optional)
• All questions are multiple-choice; the children mark their answers on an answer sheet
### Content of the Citotest -1-

#### Test sections, subsections and the number of questions in the Citotest 2007

<table>
<thead>
<tr>
<th>Section</th>
<th>Number of questions (percentage within test section)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td><strong>Total: 100</strong></td>
</tr>
<tr>
<td>a. Writing</td>
<td>30 (3/10)</td>
</tr>
<tr>
<td>b. Spelling of verbs</td>
<td>10 (1/10)</td>
</tr>
<tr>
<td>c. Spelling (all other than verbs)</td>
<td>10 (1/10)</td>
</tr>
<tr>
<td>d. Reading comprehension</td>
<td>30 (3/10)</td>
</tr>
<tr>
<td>e. Vocabulary</td>
<td>20 (1/5)</td>
</tr>
<tr>
<td><strong>Arithmetic/Mathematics</strong></td>
<td><strong>Total: 60</strong></td>
</tr>
<tr>
<td>a. Dealing with numbers and mental arithmetic</td>
<td>25 (5/12)</td>
</tr>
<tr>
<td>b. Proportions, fractions and percentages</td>
<td>20 (1/3)</td>
</tr>
<tr>
<td>c. Geometry, money and time</td>
<td>15 (1/4)</td>
</tr>
<tr>
<td><strong>Study Skills</strong></td>
<td><strong>Total: 40</strong></td>
</tr>
<tr>
<td>a. Using study texts</td>
<td>10 (1/4)</td>
</tr>
<tr>
<td>b. Using Information sources (e.g., dictionaries)</td>
<td>10 (1/4)</td>
</tr>
<tr>
<td>c. Using schemes, tables and graphs</td>
<td>10 (1/4)</td>
</tr>
<tr>
<td>d. Using maps</td>
<td>10 (1/4)</td>
</tr>
<tr>
<td><strong>World Orientation (optional)</strong></td>
<td><strong>Total: 90</strong></td>
</tr>
<tr>
<td>a. Geography</td>
<td>30 (1/3)</td>
</tr>
<tr>
<td>b. History</td>
<td>30 (1/3)</td>
</tr>
<tr>
<td>c. Biology</td>
<td>30 (1/3)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>290 questions</strong></td>
</tr>
</tbody>
</table>
Aamina cycles the 5000 meters in exactly 10 minutes. What is her mean speed?

A  5 km/h
B  25 km/h
C  30 km/h
D  50 km/h
Example of a Study Skills assignment
Using schemes, tables and graphs

Sales figures of two new magazines in 2000

The publisher expected to sell 5000 copies of the magazine ‘YOU’ every month and 2000 copies of the magazine ‘VIEW’.

In which month were the sales of both magazines most to their expectations?

A  In January  C  In July
B  In May      D  In December
On August 11, 1999, a solar eclipse was seen in Europe. Where a total solar eclipse took place is indicated on the map.

Which of these cities lies in that area?

A. Copenhagen  
B. Madrid  
C. Munich  
D. Rome
Adapted and digital versions

- Adapted versions:
  - printed in braille
  - printed in black-and-white
  - large print
  - recorded (read out form tape or cd along with the printed questions).

- Digital versions:
  - Level Test (Niveautoets)
  - Resit Test (Inhaaltoets)
  - Digital Citotest (Digitale Eindtoets)
Results

- Schools send their answer sheets to Cito where they are scanned (approximately 500,000 sheets)
- Cito prints pupil reports and sends these to the schools
- Cito publishes pupil data and school reports on a secured site on the internet which is only accessible by the school in question
Citotest 2007
Pupil Report

Pupil 123456
Alexander

School 12.345.67890
CITOSCHOOL
Schoolstraat 123
1234 AB CITOCITY

Results

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Arithmetic-Mathematics</th>
<th>Study Skills</th>
<th>World Orientation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Questions</td>
<td>100</td>
<td>60</td>
<td>40</td>
<td>90</td>
<td>290</td>
</tr>
<tr>
<td>Number correct</td>
<td>75</td>
<td>47</td>
<td>26</td>
<td>67</td>
<td>215</td>
</tr>
<tr>
<td>Percentile score</td>
<td>52</td>
<td>61</td>
<td>25</td>
<td>58</td>
<td>49</td>
</tr>
</tbody>
</table>

Standard score 536

Explanation
On the basis of the standard score of 536, a school with a ‘combined theoretical and vocational track’ should be considered; the school type ‘combined theoretical and vocational programme and havo’ seems so be the most appropriate. Of the pupils that are admitted to this type of first secondary school year, 50% will have the same or a lower score and 50% will have a higher score. The teacher can suggest another school type on the basis of his or her own assessment information.

<table>
<thead>
<tr>
<th>Track</th>
<th>% with a similar or lower score</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
<th>% with a higher score</th>
</tr>
</thead>
<tbody>
<tr>
<td>basic vocational track</td>
<td>99%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>basic and middle-management vocational track</td>
<td>97%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>middle-management vocational track</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>middle-management vocational track and combined theoretical and vocational track</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>combined theoretical and vocational track</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>combined theoretical and vocational track and senior general secondary education (havo)</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>combined theoretical and vocational track and havo and pre-university education (vwo)</td>
<td>29%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>71%</td>
</tr>
<tr>
<td>havo/vwo (senior gen. secondary/pre-university)</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>94%</td>
</tr>
<tr>
<td>vwo (pre-university)</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99%</td>
</tr>
</tbody>
</table>
School reports

Schools can make three different kinds of school reports based on the scores of their pupils (from grade 8):

• School report A
• School report B
• the so-called IC-Table
# End of Primary School Test

## School Report A

<table>
<thead>
<tr>
<th>School</th>
<th>67880 CITOSCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolstraat 123</td>
<td>1234 AB CITOCITY</td>
</tr>
</tbody>
</table>

### Number of Pupils
- 2007: 52 of 52
- 2006: 24 of 24
- 2005: 26 of 26

**Printdate:** 5-3-2007

<table>
<thead>
<tr>
<th>Standard scores</th>
<th>Number questions</th>
<th>Average st. score</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Primary School Test 2007</td>
<td>200</td>
<td>534,0</td>
<td>X-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Primary School Test 2006</td>
<td>200</td>
<td>533,5</td>
<td>X---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Primary School Test 2005</td>
<td>200</td>
<td>532,9</td>
<td>X---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation part 1 of the table</th>
<th>Number questions</th>
<th>Average % of cor. answers</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Number questions</th>
<th>Average % of cor. answers</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>+1</th>
<th>+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Writing</td>
<td>100</td>
<td>72%</td>
<td>I---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Spelling of verbs</td>
<td>30</td>
<td>66%</td>
<td>**I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Spelling (all other than verbs)</td>
<td>10</td>
<td>65%</td>
<td>***I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Reading comprehension</td>
<td>10</td>
<td>49%</td>
<td>*****I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Vocabulary</td>
<td>30</td>
<td>87%</td>
<td>**********I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Dealing with numbers and mental arithmetic</td>
<td>20</td>
<td>66%</td>
<td>I*******</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Proportions, fractions and percentages</td>
<td>20</td>
<td>56%</td>
<td>I*****</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Geometry, money and time</td>
<td>15</td>
<td>58%</td>
<td>I****</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arithmetic/Mathematics</strong></td>
<td>60</td>
<td>61%</td>
<td>I-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Dealing with numbers and mental arithmetic</td>
<td>25</td>
<td>52%</td>
<td>**I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Proportions, fractions and percentages</td>
<td>20</td>
<td>56%</td>
<td>*****I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Geometry, money and time</td>
<td>15</td>
<td>58%</td>
<td>I****</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# End of Primary School Test

## IC-standard scores and IC-percentiles

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>67890</td>
<td>23 of 23</td>
</tr>
</tbody>
</table>

CITOSCHOOL

Schoolstraat 123
1234 AB CITOCITY

### Average standard scores EPST

1. Uncorrected: 535.5
2. Corrected for APW: 534.7
   - interval: 532.1 – 537.3
3. Corrected for APW and RC: 536.0
   - interval: 534.6 – 537.4

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentiles corrected for Average Pupil Weight (APW)</th>
<th>Percentiles corrected for APW and Reading Comprehension (RC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>lower boundary</td>
<td>IC-Percentile</td>
</tr>
<tr>
<td>Language</td>
<td>18</td>
<td>50</td>
</tr>
</tbody>
</table>

### Producing texts

- Writing of texts: 29 | 66 | 91
- Spelling of verbs: 8 | 28 | 60
- Spelling (all other than verbs): 28 | 67 | 93

### Understanding Texts

- Reading Comprehension: 5 | 27 | 66
- Vocabulary: 28 | 63 | 90

Printdate: 7-3-2007
Use of the score on the Citotest

• For admission purposes by **schools of secondary education**
• As part of the supervision (performance indicator for the achievements at the end of the school period) by the **Inspectorate of Education** in the Netherlands
• By **local authorities** to see how ‘their’ schools are performing (permission from the governing bodies of the concerning schools is needed for this use)
A sore point:

It is said (in the media) that in the admission process schools for secondary education only take into account the standard score on the Citotest (and the advice based on the standard score) and that they do not use the advice of the primary school in cases of discrepancies between the two information sources.
Use of the score on the Citotest
Use by schools of secondary education -2-

Basis of admission decision in case of discrepancies

- Consultation primary school: 50.1%
- Additional research: 7.8%
- Other answer: 11.3%
- Not answered: 22.2%
- Advice primary school: 8.3%
- Advice Citotest: 0.3%
Characterization use rules of thumb (decision rules)

- Deviate: 93.5%
- Not answered: 1.5%
- Don't deviate: 5.0%
Somewhat unwanted side-effect of this use: Citotest being seen by schools as a ‘penalizing accountability tool’

‘Solution’: Stress the right use of data in communication
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
A tool for teacher and school to monitor in a reliable and systematic way:

- the progress of individual learners throughout their (primary) school career
- (aspects of) the quality of the school
**Instruments**

*Figure 2: Tests in the Pupil Monitoring System*

<table>
<thead>
<tr>
<th></th>
<th>Grades (4-12 years of age)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ordering</td>
<td>*</td>
</tr>
<tr>
<td>Language</td>
<td>*</td>
</tr>
<tr>
<td>Orientation in Space and Time</td>
<td>*</td>
</tr>
<tr>
<td>Technical Reading</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>*</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>*</td>
</tr>
<tr>
<td>Spelling</td>
<td>*</td>
</tr>
<tr>
<td>General Language Ability</td>
<td></td>
</tr>
<tr>
<td>Arithmetic/Mathematics</td>
<td></td>
</tr>
<tr>
<td>World Orientation</td>
<td></td>
</tr>
<tr>
<td>Social-emotional development</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td></td>
</tr>
</tbody>
</table>

For Grade 1-2: Kindergarten, nursery school or reception year
For Grade 3-4: Foundation Phase
For Grade 5-6: Intermediate Phase
For Grade 7-8: Final Phase
Working procedure

Testing component
- administration
- marking and interpretation

Diagnostic component
- collecting additional data
- identifying specific problems
- drawing up remedial plan

Remedial component
- carrying out remedial plan
- evaluating remedial plan
Measuring technique (IRT)

Allows:

• Test results that differ in content, difficulty and number of items can be compared
• Monitoring over years with different tests
• Position of pupil on scale to be compared with national reference group
• General conclusions on mastery to be made
Level A: 25% highest scoring pupils
Level B: just above average
Level C: just below average
Level D: far below average
Level E: 10% lowest scoring pupils
### Group Report E5 Arithmetic

**Date:** June 2007

<table>
<thead>
<tr>
<th>Name</th>
<th>Test score</th>
<th>Ability score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arcuk</td>
<td>74</td>
<td>96</td>
<td>E</td>
</tr>
<tr>
<td>2. Khalid</td>
<td>95</td>
<td>87</td>
<td>D</td>
</tr>
<tr>
<td>3. Eva</td>
<td>60</td>
<td>70</td>
<td>C</td>
</tr>
<tr>
<td>4. Max</td>
<td>51</td>
<td>72</td>
<td>C</td>
</tr>
<tr>
<td>5. Lisa</td>
<td>76</td>
<td>101</td>
<td>B</td>
</tr>
<tr>
<td>6. Rik</td>
<td>55</td>
<td>75</td>
<td>B</td>
</tr>
<tr>
<td>7. Daan</td>
<td>63</td>
<td>81</td>
<td>A</td>
</tr>
<tr>
<td>8. Esger</td>
<td>75</td>
<td>98</td>
<td>A</td>
</tr>
<tr>
<td>9. Julia</td>
<td>73</td>
<td>94</td>
<td>B</td>
</tr>
<tr>
<td>10. Thijs</td>
<td>32</td>
<td>59</td>
<td>A</td>
</tr>
<tr>
<td>11. Michael</td>
<td>58</td>
<td>63</td>
<td>A</td>
</tr>
<tr>
<td>12. Amina</td>
<td>54</td>
<td>74</td>
<td>A</td>
</tr>
<tr>
<td>13. Nicko</td>
<td>24</td>
<td>53</td>
<td>A</td>
</tr>
<tr>
<td>14. Maud</td>
<td>71</td>
<td>90</td>
<td>A</td>
</tr>
<tr>
<td>15. Mehmed</td>
<td>46</td>
<td>68</td>
<td>A</td>
</tr>
<tr>
<td>16. Ruben</td>
<td>56</td>
<td>76</td>
<td>A</td>
</tr>
<tr>
<td>17. Sanne</td>
<td>73</td>
<td>94</td>
<td>A</td>
</tr>
<tr>
<td>18. Dana</td>
<td>69</td>
<td>88</td>
<td>A</td>
</tr>
<tr>
<td>19. Luuk</td>
<td>50</td>
<td>71</td>
<td>A</td>
</tr>
<tr>
<td>20. Justin</td>
<td>31</td>
<td>58</td>
<td>A</td>
</tr>
<tr>
<td>21. Arash</td>
<td>71</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>22. Kumar</td>
<td>16</td>
<td>45</td>
<td>A</td>
</tr>
</tbody>
</table>

**Average ability score**: 76.2

---

**Average ability score norm group**

---

**CETO**

**now you know**
Results of Thomas

<table>
<thead>
<tr>
<th>Difficulty of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

- 70-44=
- 65-9=
- Counting back in jumps of 2: 90 - 88 - .. - ..
- Counting backwards: 68 - 58 - ..- ..
- Counting backwards: 82 - 81 - 80 - ..
- 11+7=
Cross section
Trendanalyse (cohorts)

Trendanalyse - Rek-Wisk ALG - Volgmodel leerlingen

Jaargroep(en) 3, 4, 5, 6, 7, 8 uit schooljaar 2003-2004
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
National assessment

- Primary education
- different subjects
- detailed
- every 4 to 5 years

Longitudinal study
- Every 3 years
- Students age 5 to 18
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
Secondary education:
Overview of the examination system

For most school subjects

- **Internal school examinations**: weight 50%
- **National examinations**: weight 50%
- Both marks in a ten point scale: 1 -10
- School exam + national exam = ?
  
  2
- If result is 6 or more: national certificate
Types of examinations

Internal school examinations

• Responsibility of the schools, produced by schools themselves or by test institutes
• Scored by student’s own teacher

Nationwide central examinations

• Responsibility of the Dutch Ministry of Education, produced by CITO
• Scored by student’s own teacher and a teacher from another school
Test construction: participants

• CEVO: the Dutch National Examination Board, representing the Ministry of Education
• CITO: examination contractor
• Cito subject specialist + construction group of subject specialist (teachers)
• Validation groups of subjects specialists and representatives of higher education (CEVO)
Overview examination procedures

• Examinations administered at schools (three-week period in May/June, resit in June and August).
• Inspectorate monitors the schools.
• Samples of scores sent to CITO.
• Information on the quality reaches CEVO and CITO through teachers, students, schools.
• Setting of standards (cut-off score) by validation group, CITO and CEVO.
Innovations

• Use of computers

• Combined central theoretical and practical exams

• Flexible examinations
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
Entrance test in teacher training

Content

– Mathematics / Arithmetic
– Spelling

Adaptive test

Standard at 80% percentile in primary education
Assessments in the Netherlands

Primary Education
• End of Primary School Test
• Monitoring and Evaluation system
• National Assessment

Secondary Education
• Central examinations
• Entrance test teacher training

International Assessments
International assessments

- Pisa
- Pirls / Timms
Future developments in assessments

• Standards for mathematics /arithmetic and Dutch language
  – Loss of accuracy?
  – Easier to interpret?

• Added value
  – Based on formative evaluation system
  – Accountability can change the applications of the system
Characteristics of Dutch accountability

– Test based?
  • To a relatively large extent
– But do we take testing seriously?
  • To a relatively large extent
– Do we trust schools in our system?
  • To a relatively large extent

– BUT …..
  • Delicate equilibrium
  • Trust seems declining (?)
Characteristics of English accountability
Which parts are common and which parts are unique?
What is of value?

• Marking by the own teacher / central marking?

• The story behind the numbers (value of non test based indicators)?

• The function of the test in education?