# The Dilemma of Educational Evaluation Where China and America Meet

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# **Education Policies &** Contexts

#### Guiding Principles of Chinese Education Reform & Development (1993)

- Moving away from teaching to the test to teaching for holistic student development
- Strengthening inspection & guidance for K-12 schools

### National Education 9th Five-Year Plan (1997)

 Constructing a comprehensive research-based school education assessment system to facilitate quality education

#### National Education 10th Five-Year Plan (2001)

Reforming national K-12 education curricular for students' post-secondary capacity building

#### National Education 11th Five-Year Plan (2009)

- Developing scientific notion of qualified work forces to strengthen systematic efforts toward quality education
- Implementing the personnel recruiting to support the identification of qualified work forces
- Enhancing the opportunity for lifelong learning

### Guiding Principles of Education Reform & **Development 2010-2020 (2010)**

Further enhancing K-12 education guidance & assessment

# Assessment & **Evaluation Trends**

### **New Curricular**

Moving from core curricula to comprehensive, ageappropriated ones

### **College Entrance Exam**

- Changing from essential testing content to comprehensive
- Switching from testing content knowledge to competency
- Granting autonomy to provinces to testing
- Releasing some universities from using the test scores for partial college enrollment

### **Student & Teacher Evaluation**

- Integrating formative evaluation to summative
- Increasing individual-based assessment
- Developing multiple methods in evaluation
- Decreasing the weight of students' test scores in teacher evaluation

### **School Evaluation**

- Involving multiple stakeholders in school evaluation
- Moving from external evaluation to combined internal & external Avoiding the use of school promotion rate for school
- evaluation
- Experimenting with value-added modeling

# Beijing **Unique to China** Unique to America Add learning to accountability Add accountability to learning Develop a comprehensive Balance curriculum choice of assessment system with autonomy vs. standardization Align curriculum standards multi-methods Reform the testing culture with instruction & assessment (from testing to evaluation) **Develop standards-based Develop supporting systems** assessment tools in recruitment & assessment Foster data-driven decision Create a supervision system making culture by multiple stakeholders Close the gap between High demand for qualified evaluation theories & practice evaluators **Shared Challenges** Equity & effectiveness Centralization & decentralization Appropriate use of assessment & evaluation Assessment & evaluation literacy of teachers, administrators, policy makers & the public Professional development of evaluation practitioners

# Is the balance of learning & accountability achievable?

# **Education Policies &** Contexts

### Elementary School Education Act (1965)

Introducing the concept of achievement gap

#### A Nation at Risk (1983)

Charging that the performance in schools was so poor that the nation was in danger

#### **America 2000 (1991) & Educate American Act (1994)**

 Initiating the first standards-based reform in American history, & having it achieved acceptance at the national level

### No Child Left Behind Act (2001)

- Reinforcing educational reform with rigorous standards
- Holding schools, districts & teachers accountable for improved education quality
- Requiring each state to establish a standard of "adequate yearly progress" (AYP)

### Race to the Top (2009)

Awarding states for adopting Common Core standards developing statewide longitudinal data system, exhibiting commitment to turning around low-performing schools, etc.

### **ESEA Flexibility (2011)**

Granting each state & district flexibility regarding specific requirements of NCLB in exchange for rigorous & comprehensive state-developed plans for reform

# Assessment & **Evaluation Trends**

### **Curricular Changes**

Adopting common core standards in service of career & college readiness

### **Assessment Changes**

- Increasing large-scale, standardized, high-stakes testing
- Experimenting with computerized adaptive testing

## **Student and Teacher Evaluation**

Increasingly influenced by student performance in teacher evaluation

### **School Evaluation**

- Moving from internal evaluation to combined internal & external
- Increasing students' achievement in school evaluation
- Increasing the use of value-added modeling