



Ministerio de
Educación
Presidencia de la Nación

ARGENTINE

Learning assessment and use of information for improving education

**National Education Ministry
Undersecretariat for Educational Planning**



Argentina: federal country

24 provincial states – 10.964.618 students and 52.070 educational services (pre-primary, primary, secondary, adult education and inclusive education) all over the country

National state is responsible for:

- fixing principal strategies and guidelines for educational system and educational policies based in a process of consultation with the 24 provinces
- supporting technically and financially provincial educational systems
- managing national universities

Provincial states are responsible for:

- managing schools and educational system at provincial level
- establishing provincial curriculum aligned with national standards.



Educational system in Argentina

14 years of compulsory education.

Education is guaranteed at constitutional level.

The main regulation is the National Education Law passed in 2006.

Education level	Age	Geographical area	Status
<u>Pre-primary education (ISCED 0)</u>	3-5 years old	All over the country	compulsory education starts at 4 years old
<u>Primary school (ISCED 1):</u>	6 – 11 years old	12 provinces	compulsory
	6-12 years old	12 provinces	
<u>Secondary school (ISCED 2 and 3):</u>	12-17 years old	12 provinces	compulsory
	13-17 years old	12 provinces	
Secondary technical education has an extra year			



National Learning Assessment (ONE): when, where and who

Since 1993, a survey called **OPERATIVO NACIONAL DE EVALUACION (ONE)** measures learning outcomes in Language, Mathematics, Natural Sciences and Social Sciences all over the country.

Every 3 years students performance is evaluated both in public and private schools. ONE provides a standardized measure of the cumulative yield of education and learning in the following grades :

- **Grade 3 and 6 - Primary (ISCED 1)**
- **Grade 9 – Lower Secondary (ISCED 2)**
- **Grade 12 – Upper Secondary (ISCED 3)**



National Learning Assessment (ONE): schools and students

ONE 2013	Schools	Students
Year 12 (ISCED 3) – census	8.889	280.000
Year 9 (CITE 2) - sample	1.740	34.820
Year 3 and 6 (CITE 1) - sample	5.400	70.000



Paper based test:

- multiple choice questions
- questions implying a student production

Background questionnaires for principals, teachers and students in order to contextualize results:

- Social and economic aspects
- School aspects
- Teaching aspects



National Learning Assessment (ONE): levels, methodological framework and disclosure

Students results are organized by levels of achievement that are inclusive (cumulative yield of learning):

- High Level
- Medium Level
- Low level

Methodological
framework: Item
Response Theory -
Rasch model

Data is disseminated distinguishing province results, region results and total country results. In year 12 (census) results are also delivered to each school principal through a restricted website.

Public disclosure of results by school and by student is banned by National Education Law



Use of ONE data

Use of information for shaping better educational policies , tools and scope is a worldwide challenge.

The disclosure of ONE includes:

- Results Report by grade assessed
- A serie of publications specially designed for teachers with specif recommendations in order to improve teaching and learning in Mathematics, Social and Natural Sciences and Language.
- Background questionnaires analysis

In 2013, a new information tool has been developed for public secondary schools :

- Secondary Education Improvement Index (**IMESA**)



About Secondary Education Improvement Index (IMESA)

The index is a combination of 3 measures (average time for finishing school, graduation rates and learning outcomes in Mathematics and Language (from ONE census results))

The purpose of IMESA is to offer school principals and teachers a tool for better understanding own reality in a context of:

- recent access of students from socio-economically disadvantaged backgrounds to secondary education
- high levels of school drop out
- learning outcomes stagnation

The index is organized on a scale range from 100 to 500. Every secondary school is then faced with its own situation and must take action.



Secondary Education Improvement Index (IMESA) - Measures

Regularity of school pathways: the **AVERAGE TIME** that a student needs to accomplish secondary education allows to analyse the repeat rate impact in the schooling of a given cohort

Finishing school: **GRADUATION RATE** measures how many students (%) in 1st grade of secondary school will achieve school and graduate if present grade to grade transition rates, repetition rates and drop out rates remain in the same level

Learning outcomes: **ACHIEVEMENT LEVEL** of students in **ONE** census in Mathematics and Language



Use of IMESA

Some examples:

- If students from a given school get a good level of achievement in ONE assessment, and the average time for finishing school is next to the ideal **BUT** these good performances are based in segregation (high drop out rate specially in the case of students from socio-economically disadvantaged backgrounds) the Graduation Rate measure will impact in a lower index position of this school.
- If a school doesn't pay attention to learning outcomes, the Achievement Level measure will also impact in a lower index position



IMESA as a tool for school inspectors

School principals and teachers are the first target of IMESA. The whole school community has to undertake an action plan in order to guarantee the right to a quality education for all students regardless their background.

National Education Ministry provides financial support to all public secondary schools for that purpose. The tool is the **Institutional Improvement Plan (PMI)** with guidelines for acting.

But school inspectors are also responsible for education. They must supervise in order to warn excluding situations and take preventative measures.

That's why IMESA becomes a powerful tool also for inspectors in their task of school assistance.



International assessments: 2 models

Argentine takes part in **PISA** since 1st edition in 2000. Even if it's a useful survey that provides relevant information, the core place given by OCDE to **rankings in public disclosure of the results restricts use of PISA information at school level and among pedagogical staff** .

The fact that the test does not refer to what is taught according to official curriculum and the negative attitude regarding teachers in the mass media following an OCDE communication strategy with an emphasis in rankings reinforces the idea among educational community that PISA is remote from the truth situation faced in the day-to-day of schools.

On the contrary the **Regional Comparative and Explanatory Studies (TERCE 2013** is the last) developed by **UNESCO**'s Latin American Laboratory for Assessment of the Quality of Education (LLECE) in grade 3 and 6 of primary are sensed closer to school reality. Curriculum of each country is considered in order to establish the common issues to be assessed that allow a better comparison between countries.

Thank you!



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