



**CONSELL
SUPERIOR
D'AVALUACIÓ
DEL SISTEMA
EDUCATIU**

GENERAL INFORMATION



Generalitat de Catalunya
**Departament
d'Educació**



Consell Superior
d'AVALUACIÓ
del Sistema Educatiu

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PRESENTATION

The Evaluation Council of the Education System is a consultative body of the Catalan Department of Education. Its main objective is to analyse and evaluate the Educational System.

The Decree 305/1993, 9th December, by which the Evaluation Council was created, links evaluation to educational quality: «In order to achieve quality in education, the Administrations must be provided with the necessary instruments that allow them to evaluate their educational systems so that they can analyse the degree of contribution of the different components to reach the established objectives and facilitate data to the Educational Administration for an adequate decision-making.»

The assessment studies allow in-depth analysis of different education stages or specific areas and also horizontal comparisons with other educational systems and longitudinal comparisons within the Catalan system.

TASKS

1. Evaluate the Catalan educational system through:

- Catalan assessment studies.
- Assessment studies carried out at state level and coordinated by the Spanish Institute of Evaluation.
- International assessment studies (PISA, SITES, etc.).

2. Update the Education Quality Indicators in Catalonia:

- Annual updating and expanding the Education Quality Indicators in Catalonia, equivalent to state and international Quality Indicators.
- Inclusion of temporal sequences showing the evolution of the Catalan Educational System.

3. Research on evaluation:

- To contrast, complement, broaden and focus the assessment studies.
- In collaboration with other Departments in the Generalitat, with the universities and with similar institutions.

4. Futures studies on education:

- Analyse evolution and change dynamics in educational systems in order to foresee futures and propose directions for improvement processes.
- Study scenarios and performance strategies in specific educational fields.

MEMBERS

- **President**, appointed by the Catalan Minister of Education.
- **Six external advisers**, all of them education experts appointed by the Catalan Minister of Education.
- **Four expert professionals** from the School Council in Catalonia, from the boards of primary and secondary school heads (public and publicly-funded private schools).
- **Executive Secretary**, having technical and administrative functions.
- **Technical team**, constituted by primary and secondary teachers and other experts in assessment and administration.

Different education stakeholders collaborate with the Evaluation Council to carry out specific studies.

ASSESSMENT PLAN OF THE DEPARTMENT OF EDUCATION (2005-2009)

The *Assessment Plan of the Department of Education* was published in April 2005 with the objective to coordinate and guide the different assessment activities carried out by the Department in order to guarantee the efficiency and effectiveness of the system and offer advice to the schools about assessment.

The *Assessment Plan of the Department of Education* envisages an in-depth assessment of a different educational stage every year. It intends to offer an overview of the assessed reality and coordinate the actions with respect to the methodology used and to the exploitation of results to avoid the excess of evaluation actions. It is also the starting point of a much broader coordination with organs and institutions related to social and economic fields, which cooperate in some of the studies.

Within the framework of the *Assessment Plan of the Department of Education*, the Evaluation Council of the Education System undertakes the following exhaustive assessments:

- 2006** Assessment of Compulsory Secondary Education (including PISA and SITES studies).
- 2007** Assessment of Primary Education (in coordination with the Institute Evaluation).
- 2008** Assessment of Vocational Education and Training.
- 2009** Assessment of Baccalaureate and PISA 2009. The PISA 2009 study, promoted by the OECD, focuses on reading literacy and also assesses mathematics and science.

ACTIONS DERIVED FROM THE APPLICATION OF THE PRESENT EDUCATION LAW (LOE)

The Evaluation Council of the Education System is the organisation in the Department of Education in Catalonia that coordinates with the Institute of Evaluation from the Ministry of Education and Science for all the general evaluations of the educational system at state level and for those international ones in which Spain participates.

It also coordinates with the Institute of Evaluation for the general diagnostic assessment of basic competencies from the curriculum. These assessments are applied to representative samples of 4th year primary education and 2nd year of compulsory secondary education pupils.

PUBLICATIONS

Education Quality Indicators in Catalonia

1st edition: December 2006



The indicators presented in this edition of *Education Quality Indicators in Catalonia* can be compared to Spanish and International Education Quality Indicators and it is an updating of the nine previous editions. Again, besides indicators in Catalonia it presents educational indicators for the Euro area and the EU countries. The series of data show the evolution of the Catalan educational system.

The report focuses on 35 indicators grouped as follows:

- Context (5 indicators)
- Resources (10 indicators)
- School enrolment and processes (9 indicators)
- Achievement (6 indicators)
- European benchmarks. Europe 2010 (5 indicators)

Assessment Reports

1st edition: February 2007



The Report on How to Improve Student Achievement within the Catalan Education System is a consequence of the *Strategic Agreement to Promote the Internationalisation, Job Quality and Competitiveness of the Catalan Economy* signed the 16th February 2005 by the Government of Catalonia, trade unions and business associations. The document considers education improvement –and specially fighting academic failure– as one of the basic conditions of competitiveness.

The report offers a wide vision of achievement within the education system, compiles and analyses heterogeneous and scattered information and suggests strategies for raising achievement. It contributes to the knowledge of our education system which will help to decide adequate plans and strategies to raise school achievement.

1st edition: January 2006



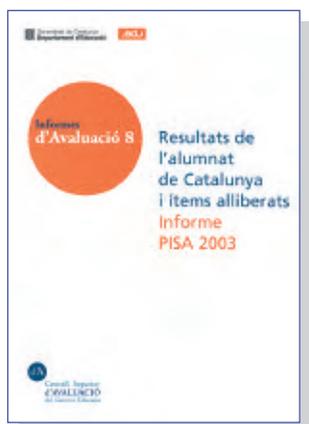
Primary Education Assessment 2003 refers to the third global primary education assessment (1995, 1999, 2003), coordinated by INECSE (National Institute for the Evaluation and Quality of Education System) in collaboration with the Spanish autonomous communities.

The report deals with student achievement on Spanish, English, Mathematics, Science, Social Science and with some attitudinal aspects. In Catalonia, Catalan language, ICT and Catalan Social Science and Culture have also been assessed.

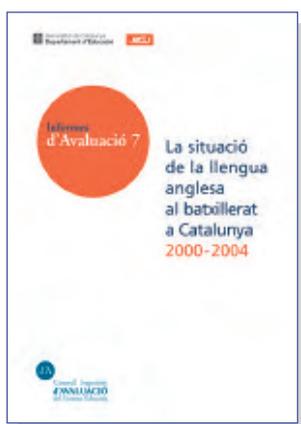
Catalonia has participated in the study with the 63 schools that are part of the Spanish sample, plus another 37 schools to constitute a representative sample. All in all 100 schools and 2.150 primary 6th grade pupils have been assessed.

The report also analyses context data, referred to school and family background and offers different suggestions for improvement. Annex one includes a synthesis of achievement in Catalonia and in Spain, and annex two includes example items from different areas.

1st edition: 2005



1st edition: July 2005



This report, *PISA 2003: Student Achievement in Catalonia and Released Items*, describes and analyses student achievement of 15-year-olds in Catalonia in the PISA 2003 study in which 41 countries and several European regions, among them Catalonia, took part. PISA 2003 focused on Mathematics and also assessed Science, Reading Literacy and Problem Solving.

It includes data from the international report and data specific from Catalonia, which participated in the study with a sample of 50 schools. Student performance in all the areas assessed is presented together with context factors associated with success such as gender, socioeconomic background, motivation, etc. One of the chapters explains how achievement relates to some general data of the Education System in Catalonia.

About 40 items from the areas of Mathematics and Problem Solving which the PISA consortium has not reserved for further use and has released for public knowledge and educational purposes are also included.

The study, *Student competence levels in English at the end of their Baccalaureate in Catalonia*, presents data from the assessment of English undertaken in a sample of students of second Baccalaureate (18 years old). Achievement results on the different skills assessed are reported and compared with those obtained in the study carried out in 2000 (*Students' competence levels in English at non-university level in Catalonia*. Departament d'Ensenyament, Consell Superior d'Avaluació, 2003). Changes that have taken place in the mainstream education during those years are stated and can explain some of the data.

The skills assessed are oral comprehension, written comprehension, oral production, written production and grammar. The exam implemented to the students was based on elementary exams from the EOI (Official Language Schools) to be able to compare results with standardized levels of achievement.

The first part of the study deals with the methodology of the assessment. The second part explains the changes in the curriculum and in the hours

accorded to English that have taken place from 2000 to 2004 in compulsory secondary education and in the Baccalaureate and compares the curriculum in Baccalaureate with that of the Official Language Schools, at Elementary level. The third part presents student achievement results in 2004 and compares them with those obtained in 2000. There are some examples with the percentages of correct answers. The fourth part analyses background data about the school, students and teachers of English and relates them to student achievement. It includes a section that explains how some variables affect achievement. Conclusions and recommendations for the improvement of teaching and learning of English in the schools and for education policy makers are included in the last part of the study.

Documents

1st edition: June 2007

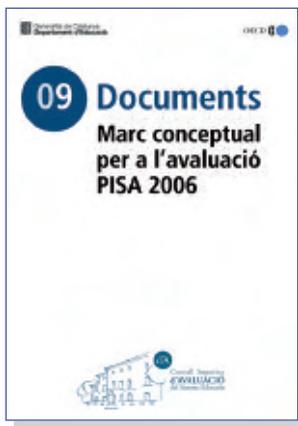


Documents 10 presents the guidelines of 6th year Primary Education assessment carried out by the Department of Education in collaboration with the Spanish Institute of Evaluation.

It begins with an introduction about Primary Education in Catalonia and the general objectives of the evaluation. Then, the frameworks of the different studies are presented: achievement (Science, Social Sciences, Spanish, English, Mathematics, Social Sciences referring to Catalonia, Catalan Language), context and educational processes (sociodemographic and linguistic study; school evaluation through relevant indicators; questionnaires) and contrast data (basic competencies in the linguistic field at 4th year).

The document offers some examples of items from the achievement tests.

1st edition: March 2007

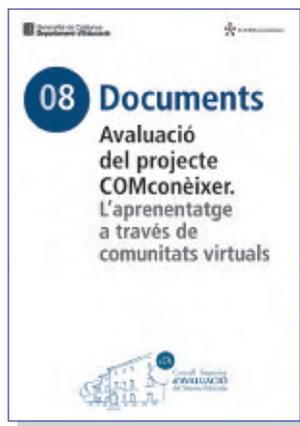


Within the framework of the OECD, the PISA 2006 survey assesses 15-year-olds' knowledge and skills in Science (main domain assessed), Reading and Mathematics.

The PISA 2006: Assessment Framework presents the conceptual framework underlying the PISA 2006 assessment. It defines the content that students need to acquire, the processes that need to be performed, and the contexts in which knowledge and skills are applied. Sample tasks for the different domains are also provided.

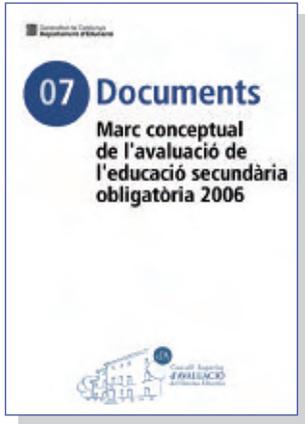
The book is a translation of the 2006 OECD's book *The PISA 2006 Assessment Framework (Science, Reading and Mathematics)*, published by OECD in 2006.

1st edition: December 2006



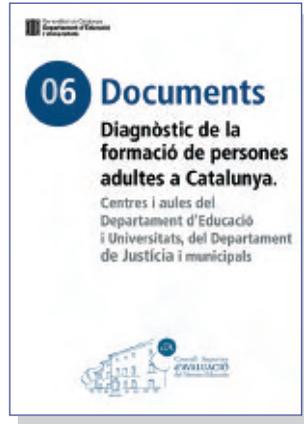
Documents 8, *Avaluació del projecte COMconèixer. L'aprenentatge a través de comunitats virtuals*, presents an innovative educational experience. The focal point of the project is that students learn not only through the use of ICT but also through the construction and creation of knowledge in a collective and collaborative way. The main point of the project, starting from the experience developed in Canada, is the integration of different participants in a collaborative knowledge community: primary and secondary teachers and students (with their parents' support) and long-life-learning centres.

1st edition: December 2006



Documents 7, *Marc conceptual de l'avaluació de l'educació secundària obligatòria 2006* presents the principles underlying the 2006 assessment of secondary education undertaken by the Department of Education. It begins with an introduction to compulsory secondary education in Catalonia. Then, it includes the general objectives of the assessment and the conceptual frameworks of the different surveys which are: achievement surveys (PISA, English language and Social Sciences), educational processes and contexts (a socio-demographic and linguistic study and a global diagnostic assessment of schools), monographic studies (democratic values and citizenship education, school climate in Catalonia and a report on how to improve education achievement in the educational system in Catalonia), contrast data (14-year-olds' basic competencies) and an assessment about teaching and learning methodology and ICT (SITES).

1st edition: May 2006



Documents 6, *Diagnòstic de la formació de persones adultes a Catalunya. Centres i aules del Departament d'Educació i Universitats, el Departament de Justícia i municipals*, analyses the education levels of adult population and the educational policy for adults in Catalonia through fieldwork developed in 162 centres. The participative methodology has allowed collecting and analysing the opinion of adult education users, teachers, prospective teachers, organisers and people from the Administration. The report offers an overview of the system real and full of nuances. It presents fifty conclusions and fifty proposals to help to create a model of adult education, specific and contextualised, able to contribute to the future long-life education Act in Catalonia.

1st edition: April 2006

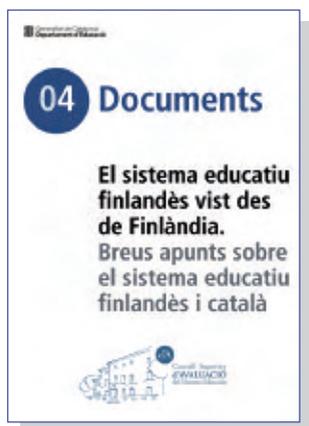


Documents 5 *PIRLS 2006. Estudi Internacional sobre el progrés en comprensió lectora. Marcs teòrics i especificacions d'avaluació* presents the conceptual framework of the International Reading Literacy Study administered to fourth grade primary pupils. The assessment, promoted by the IEA, offers comparative data at international level together with detailed information about family support to reading and about how reading is dealt with at school level. Catalonia participates in this assessment, coordinated by INECSE, with 22 schools that are part of the Spanish sample.

Apart from the conceptual framework and the assessment specifications, the volume also contains example texts with their items and marking guidelines and a comparison between PIRLS and PISA surveys.

This document is the Catalan translation of the *PIRLS 2006. Assessment Framework and Specifications*, published by the IEA in 2006.

1st edition: October 2005

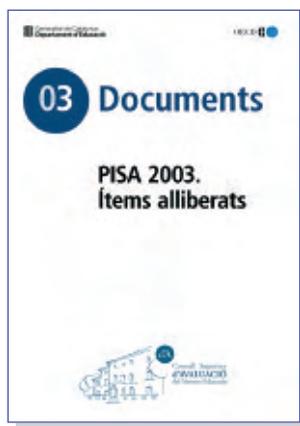


Documents 4, *The Finnish Educational System from a Finnish Perspective. Some highlights of the educational systems in Finland and in Catalonia*, presents two different articles that give some hints on the success of the Finnish educational system.

The first one, entitled *The Finnish Educational System from a Finnish Perspective* is a summary of the book *The Finnish Success in PISA – and some reasons behind it. PISA 2000* published by the University of Jvaskylä in 2002. It explains the different factors behind the Finnish success in the PISA study.

Some highlights of the educational systems in Finland and in Catalonia provides some explanations about the Finnish educational system and presents comparative charts between several countries (Finland, Catalonia, Spain and the countries in the euro area) about educational attainment of the population, hours of instruction for primary and compulsory secondary education, salaries of teachers, ratio of students to teaching staff, expenditures for education related to gross domestic product (GDP), and teacher education. Some comparative charts about student achievement are also included.

1st edition: May 2005

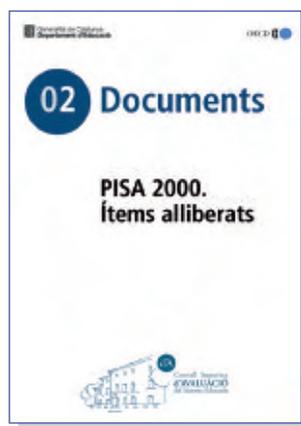


The study PISA 2003, in which 41 countries and several European regions participated, was centred on Mathematics with minor incursions in Reading and Science. Catalonia took part in the study with a sample of 50 schools.

Issue N 3 of Documents: *PISA 2003: released items* is a compilation of items used in the PISA 2003 assessment that the OECD has released for public inspection as they are not to be further used.

It includes 6 mathematics units from the 2002 pilot test and 21 mathematics units and 10 solving problem units from PISA 2003.

1st edition: February 2005

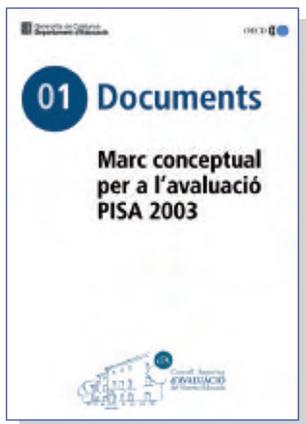


The study PISA 2000, in which 32 countries participated, was centred on Reading with minor incursions in Mathematics and Science.

Issue N 2 of Documents: *PISA 2000: released items* is a compilation of items used in the PISA assessment studies that the OECD has released for public inspection as they are not to be further used.

It includes 11 Reading units, 5 Mathematics units and 2 Science units.

1st edition: December 2004



Within the framework of the OECD (Organisation for Economic Cooperation and Development), the PISA (Programme for International Student Assessment) 2003 study assesses 15 years old students' knowledge and skills in Mathematics, Reading, Science and Problem Solving.

PISA 2003: Assessment Framework presents the conceptions and design of the PISA 2003 assessment, according to the content students have to acquire, the processes they have to perform and the contexts in which the students apply knowledge and skills. It includes some examples of tasks and questions for Mathematics, Science and Problem Solving. The examples for Reading can be found in the book *La medida de los conocimientos y destrezas de los alumnos* published by INECSE in 2001.

The book is a translation of the 2003 OECD's book *The PISA 2003 Assessment Framework (Mathematics, Reading, Science and Problem Solving Knowledge and Skills)* published in 2003.

Evaluation Papers



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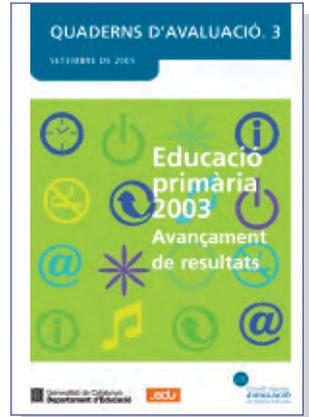
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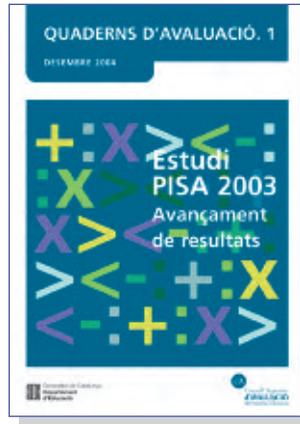
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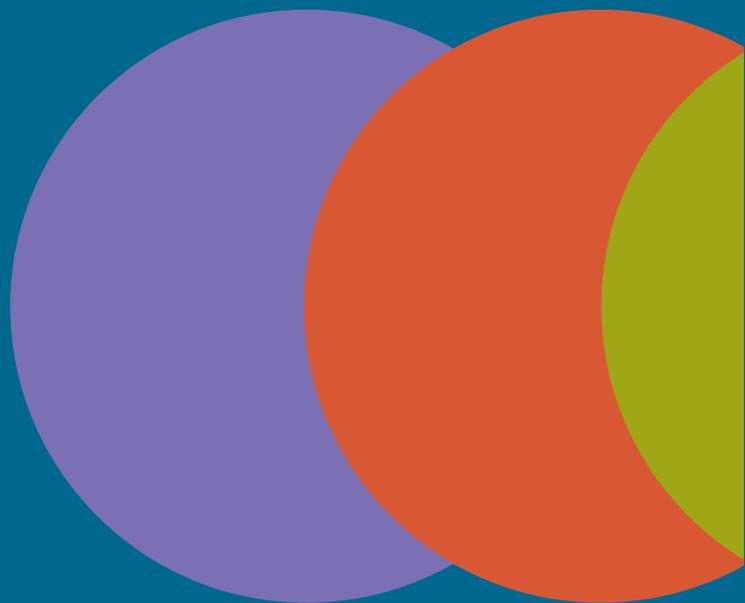
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