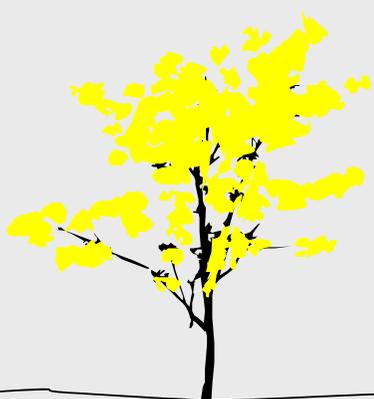




Center for Public Policy and Educational Evaluation of the  
Federal University of Juiz de Fora – CAEd/UFJF





# SÃO PAULO'S ITEM BANK



| Secretaria da Educação

# SÃO PAULO

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## SCHOOLS



## TEACHERS



## STUDENTS

Early Childhood Education	41	262	1.261
Primary Education	4.715	106.385	1.973.970
Secondary Education	4.026	85.645	1.353.755

# SÃO PAULO'S ITEM BANK

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**Two basic processes:**



**1**

**Item bank development  
and maintenance**



**2**

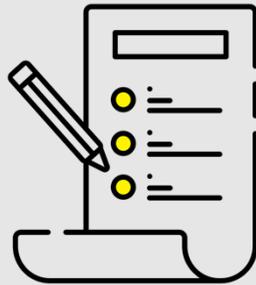
**Formative assessment of  
basic education students**

# 1. ITEM BANK DEVELOPMENT AND MAINTENANCE

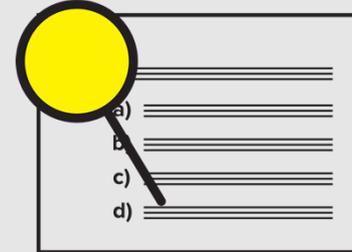
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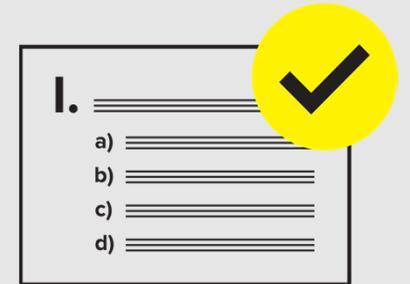
**Organization,  
professional training  
and capacity  
building**



**Planning of digital  
item development  
and for delivery in  
printed format**



**Item  
development and  
review**



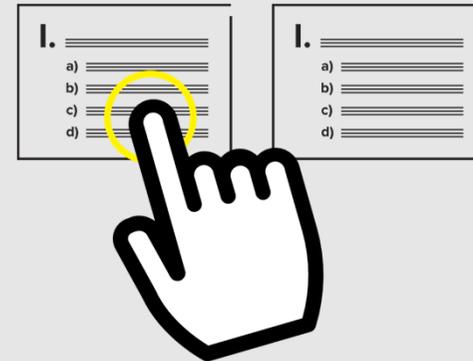
**External  
assessment and  
item pre-test**

## 2. FORMATIVE ASSESSMENT OF BASIC EDUCATION STUDENTS

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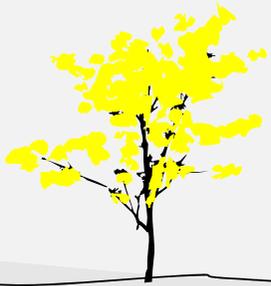
Calibrated test bank for use in formative assessment programs under the coordination of State's Secretariat of Education and its regional offices.



Item selection for independent delivery by schools and teachers.

1

# ITEM BANK DEVELOPMENT AND MAINTENANCE



## **1.1 ITEM DEVELOPMENT, REVIEW AND EXTERNAL ASSESSMENT AND THE ORGANIZATION OF REGIONAL MEETINGS**

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- 1. Item development by teams of teachers in each area of knowledge, with technical support from review and teacher training teams.**
- 2. Item review by CAEd teams; editing of hybrid items.**
- 3. Selection of external evaluators of items: basic education and university teachers.**
- 4. Item external evaluation: submission of items to two evaluators and, eventually, to a third teacher.**
- 5. Storage of validated items in the bank: reviewed and approved by at least two external evaluators.**
- 6. Regional meeting: professional development of teams and planning review.**

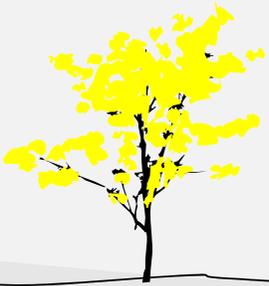
## **1.2 ITEM PRE-TEST**

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- 1. Selection of items for pre-test by CAEd.**
- 2. Construction of tests.**
- 3. Organization of the delivery process by regional supervisors.**
- 4. Test delivery and processing of data.**
- 5. Item calibration in bank.**
- 6. Pre-test results delivery.**
- 7. Development of calibrated tests in State performance scales.**

2

# FORMATIVE ASSESSMENT OF BASIC EDUCATION STUDENTS



## **2.1 FORMATIVE ASSESSMENT: TEST BANK**

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- 1. Tests are developed according to models aligned with the curricular references and the purposes of each formative assessment. Models specify the composition of tests according to the state's pedagogical teams guidelines.**
- 2. The digital assessment platform provides the selected tests for delivery.**
- 3. In case of digital delivery, test takers are registered and have access to the assessment platform through identification and provision of password.**
- 4. In case of delivery in printed format, tests are downloaded, printed locally and later scanned by a mobile device.**
- 5. Test delivery is monitored by supervisors.**
- 6. Performance results are published in web-based platform.**

## **2.2 FORMATIVE ASSESSMENT: ITEM SELECTION**

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- 1. Teachers select items according to pedagogical guidelines available on the platform.**
- 2. The assessment platform publishes tests with items selected by teachers.**
- 3. In case of digital assessment and integration with district-level and school management systems, students are selected to take the test in the assessment platform.**
- 4. In case of printed format assessment, tests are delivered and scanned.**
- 5. Performance results are published in web-based platform.**

# STAGES

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## **1st stage:**

- Development of an item bank with items of Portuguese Language, Mathematics, Human and Social Sciences and Natural Sciences.
- Pre-test of 4,000 items in digital and printed delivery models in a sample of 360,000 students distributed in the 9 years of primary education.

## **2nd stage:**

- Maintenance of the item bank with renovation and expansion of the repository.
- Calibrated test bank with functionalities of selection of schools and classes for formative assessments under coordination of the Secretariat and its regional offices.
- Item selection by BNCC skills for independent use in schools.

## ITEM DEVELOPMENT TEAMS

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Areas of knowledge/ Educational stages	Teams	Total of participating professionals
Initial years of primary education	3	30
Portuguese (final years of primary education and secondary education)	6	60
Mathematics (final years of primary education and secondary education)	6	60
Natural Sciences (final years of primary education and secondary education)	5	50
Human and Social Sciences (final years of primary education and secondary education)	5	50
<b>Total</b>	<b>25</b>	<b>250</b>

# ITEM BANK WEB-BASED PLATFORM

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## **1 – São Paulo's Item Bank system platform**

- User registration by regional supervisors and project coordinators.
- Planning the development of the item bank.
- Monitoring item bank development and pre-testing.
- Organizing item pre-test and result publishing.

## **2 – Professional Development Platform**

- Formative itineraries for item development and external evaluation teams.
- Communication forums of item developers, reviewers and external evaluators and supervisors.

## **3 – Item Bank and Digital Assessment Platform**

- Components of item development, review and external evaluation.
- Components of test construction, delivery process organization and result publishing.

**THANK YOU!**  
**LINA KÁTIA MESQUITA DE OLIVEIRA**

