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**NATIONAL STANDARD OF THE
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Guidance for assessment of outcomes of learning services

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Foreword

This document is in accordance with the provisions of GB/T 1.1-2020 "Guidelines for Standardization Work Part 1. Structure and Drafting Rules of Standardization Documents"

Drafting.

This document is equivalent to adopting ISO 29992.2018 "Guidelines for the Evaluation of Educational Service Effectiveness".

This document has made the following minimal editorial changes.

---Change the standard name "Educational Service Effectiveness Evaluation Guide" to "Educational Service Effectiveness Evaluation Guide";

--- Delete "in some countries" in Note 1 of 3.2;

---Add "Example. content, scope, time, location of evaluation" in 8.1.

Introduction

The core purpose of the evaluation of the educational service effect is. first, to judge the learning level of the students; second, to determine the direction of the students' progress. This article

The document aims to establish a general framework for the evaluation of educational service effects, including evaluation development, evaluation implementation, and

application of evaluation results. It is suitable for different

Educational services with different contexts and goals can meet the needs of different stakeholders.

This document divides the evaluation process into different stages, such as evaluation development, evaluation implementation, and application of evaluation results, and gives corresponding suggestions for teaching

It provides guidelines for the selection, planning, development, implementation, review and application of the results of the evaluation of education services.

Educational Service Effectiveness Evaluation Guide

1 Scope

This document provides guidance on the planning, development, implementation, and review of educational service effects (knowledge, ability, performance).

This document applies to organizations that provide educational services, and organizations that select, apply, or develop assessments.

This document is applicable to the evaluation of students' learning effects and progress; it is not applicable to education service projects and education service provision.

The evaluation of the author also does not include the technical requirements for the implementation of the evaluation.

2 Normative references

There are no normative references in this document.

3 Terms and definitions

The following terms and definitions apply to this document.

3.1

Assessment

Based on (educational or professional) reference points or standards, it is used to judge the knowledge, ability or performance of the tested person in a specific field.

Try, inspect, observe or other activities.

[Source. ISO /IEC 23988.2007, 3.1, with modification]

3.2

Assessor

Individuals or individuals who evaluate the performance of the tested person in the evaluation process, and provide the tested person and customers with evaluation reports and consulting feedback.

organization.

Note. The evaluator has the right to make decisions and interpretations during the evaluation process. In psychological assessment, the assessor is also called the "assessment implementer" to distinguish it from the "assessment supervisor".

"Supervisors", "assessment managers", "assessment monitors" and other terms. The assessors may be employed by education service providers, customers, or contractors related to the assessment.

Tripartite.

[Source. ISO 10667-1.2011, 2.5, with modification]

3.3

Competence

The ability to use knowledge and skills to achieve desired results.

Note. The ability to use knowledge and skills refers to the ability of students to independently and responsibly perform appropriate attitudes and behaviors in different environments or situations.

[Source. ISO 29991.2014, 2.5, with modification]

3.4

Diagnostic assessment

An assessment used to judge that a student has mastered the content and/or may face difficulties.

3.5

Proctor

Invigilator

Personnel authorized to implement or supervise the evaluation.