

EL VALOR DE LOS MARCOS DE EVALUACIÓN Y LA INSPECCIÓN EDUCATIVA

THE VALUE OF ASSESSMENT FRAMEWORKS AND EDUCATIONAL INSPECTION

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Resumen

Los marcos de evaluación educativa son fundamentales para garantizar la calidad, equidad y transparencia en los sistemas educativos. Este artículo explora su relevancia en la Inspección Educativa, destacando su papel tras la implementación de la Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE). Se realiza un análisis documental de marcos nacionales, como los del Instituto Nacional de Evaluación Educativa (INEE), y estudios internacionales (PISA, TIMSS, PIRLS, entre otros), evaluando su impacto en la Inspección Educativa y su adaptación a los contextos locales. Los marcos de evaluación proporcionan herramientas efectivas para garantizar la calidad, pero presentan desafíos como la resistencia al cambio y la falta de formación docente. Los estudios internacionales aportan estándares comparativos que apoyan este proceso. Para implementar eficazmente los marcos de evaluación, es clave mejorar la formación docente y adaptar las prácticas locales,

integrando las lecciones aprendidas de los estudios internacionales para asegurar una educación equitativa y de calidad.

Palabras clave: *Evaluación educativa, marcos de evaluación, inspección educativa, estudios internacionales, formación docente, LOMLOE.*

Abstract

Educational assessment frameworks are essential to ensure quality, equity and transparency in education systems. This article explores their relevance in educational inspection, highlighting their role after the implementation of the Organic Law 3/2020, of December 29, which modifies Organic Law 2/2006, of May 3, on Education (LOMLOE). A documentary analysis of national frameworks, such as those of the National Institute for Educational Evaluation (INEE), and international studies (PISA, TIMSS, PIRLS, among others) is carried out, assessing their impact on educational inspection and their adaptation to local contexts. Assessment frameworks provide effective tools to ensure quality, but present challenges such as resistance to change and lack of teacher training. International studies provide comparative standards that support this process. To effectively implement assessment frameworks, it is key to improve teacher training and adapt local practices, integrating lessons learned from international studies to ensure equitable and quality education.

Keywords: *Educational evaluation, assessment frameworks, educational inspection, international studies, teacher training, LOMLOE.*

INTRODUCTION

Educational evaluation has established itself as a fundamental tool for the improvement and equity of the education system, with assessment frameworks playing a critical role in this process. For the Educational Inspection, these frameworks not only provide a solid basis for monitoring and analysing the quality of educational processes, but also for identifying strengths, weaknesses and opportunities for improvement within the system. In Spain, the National Institute for Educational Evaluation (INEE), an agency of the current Ministry of Education, Vocational Training and Sport, has been a key reference in developing comprehensive frameworks that articulate competences and guide educational evaluation in a holistic manner.

The INEE has published key documents such as the "Marco general de las evaluaciones del sistema educativo" [General framework for the evaluation of the education system] (Ministry of Education and Vocational Training, 2023), the "Evaluación general del sistema. Marcos de las competencias plurilingüe, digital y marco para analizar la inclusión en el sistema educativo" [Overall assessment of the system. Multilingual, digital competence frameworks and framework for analysing inclusion in the education system] (Ministry of Education, Vocational Training and Sport, 2024a), as well as "General framework of competences.as well as the "Marco general de las evaluaciones del sistema educativo: Evaluaciones de diagnóstico. Anexo de competencias específicas de Conocimiento del Medio Natural, Social y Cultural, Geografía e Historia, Biología y Geología y Física y Química" [General framework for education system assessments: Diagnostic assessments. Annex of specific competences of Knowledge of the Natural, Social and Cultural Environment, Geography and History, Biology and Geology and Physics and Chemistry.] (Ministry of Education, Vocational Training and Sport, 2024b). These texts establish the guidelines and criteria for assessing competences such as multilingual, digital and other fundamental knowledge in areas such as Environmental Knowledge,

Geography and History, Biology and Geology, among others. In addition, the "Guía para la elaboración de pruebas de evaluación educativa" [Guide for the development of educational assessment tests] (Ministry of Education and Vocational Training, 2020a) contributes to standardising and guaranteeing the quality of assessments, ensuring their relevance and applicability in various educational contexts.

At the international level, studies such as the *Programme for International Student Assessment* (PISA) and the *Programme for the International Assessment of Adult Competencies* (PIAAC) also play a crucial role in defining and comparing educational standards globally. PISA, for example, measures the ability of 15-year-old students to apply their knowledge in real-life situations (OECD, 2023), while PIAAC focuses on adult competencies in reading, mathematics and problem solving, encompassing a longitudinal approach to lifelong learning (Ministry of Education, Vocational Training and Sport, 2021b).. These international frameworks provide a key reference that facilitates not only the comparison of educational performance across countries, but also the adaptation of policies based on global best practices.

On the other hand, studies such as the *Teaching and Learning International Survey* (TALIS) focus on the educational environment, specifically on teaching practice and school organisation (Ministry of Education and Vocational Training, 2019.), while the *Progress in International Reading Literacy Study* (PIRLS) and *Trends in International Mathematics and Science Study* (TIMSS) assess reading skills and competencies in science and mathematics, respectively, at the primary level (Ministry of Education, Vocational Training and Sport, 2022, 2023b; Ministry of Education and Vocational Training, 2020b). Furthermore, the *International Civic and Citizenship Education Study* (ICCS) and the *International Computer and Information Literacy Study* (ICILS) broaden the assessment horizon towards civic and digital competencies, which are key in today's world (International Association for the Evaluation of Education and Training (IEAE), 2020b; Ministry of Education and

Vocational Training, 2020b). (International Association for the Evaluation of Educational Achievement (IEA), 2023; Ministry of Education and Vocational Training, 2022).

These international frameworks not only allow education systems to assess performance in specific areas, but also to understand the context in which these competencies are developed, offering a deeper insight into how educational quality can be improved through diverse and culturally relevant approaches. For the Educational Inspection, the conjunction of the INEE frameworks and these international studies provides a comprehensive picture that allows educational assessment to be defined appropriately, addressing both local needs and the demands of an ever-changing global context.

For this reason, this article first presents the methodology used for the analysis presented in the article, followed by the rationale for the assessment frameworks. This is followed by an analysis of the role given to the Educational Inspection in the latest amendment of the Organic Law 2/2006 of 3 May on Education (LOE), following the amendments made by the Organic Law 3/2020 of 29 December (LOMLOE). Lastly, the article will end with conclusions.

METHODOLOGICAL APPROACH

This study adopts a documentary and comparative review approach, with the aim of analysing both national assessment frameworks, such as those published by the INEE (<https://www.educacionfpydeportes.gob.es/inee/portada.html>), and international frameworks that have proven to be influential in the educational field. The selection of these frameworks is justified by their relevance in educational evaluation and their direct and indirect impact on the context of educational inspection in Spain after the implementation of the LOMLOE.

The data sources used mainly comprise official documents issued by the INEE and international organisations such as the Organisation for Economic Co-operation and Development (OECD) and the International Association for the Evaluation of

Educational Achievement (IEA). These documents have been analysed in order to identify the objectives, methods and evaluative competencies present in each framework.

The analysis of assessment frameworks has been structured around several key criteria, such as the general objectives of the framework, the competences assessed, the assessment methodologies used and the impact on the work of the Educational Inspection. Particular attention has been paid to how these frameworks enable the measurement of key and specific competences and the effective monitoring of students' progress.

The comparative analysis has been carried out using a qualitative approach, examining significant similarities and differences in relation to the objectives and structures of the frameworks, as well as the assessment methods and competences assessed. This approach has not only facilitated the comparison of how these frameworks promote quality and equity in education, but also their applicability in national and international contexts.

The interrelationship between these frameworks and the scope of the competences of the Educational Inspection has also been explored, with emphasis on how the LOMLOE has influenced their use as tools to ensure equity and quality in education.

Among the limitations of the study, the difficulty of accessing detailed data on the institutional implementation of some of the international frameworks analysed is highlighted. Furthermore, the complexity of extrapolating the results of the international studies to the Spanish context is acknowledged, due to the structural and operational differences in the education systems.

Rationale for assessment Frameworks

An evaluation framework is a theoretical and methodological structure designed to guide the evaluation process in any educational context. It sets out the criteria, indicators, tools and procedures to be used to measure and analyse the

performance, competencies and quality of the different elements that make up the education system. Assessment frameworks are essential because they enable systematic, comparable and objective evaluations to be carried out in order to identify strengths and areas for improvement at both student and institutional levels.

components of an evaluation framework

The components of an evaluation framework are basically the evaluation criteria, indicators of achievement, evaluation tools and methods of analysis. These four elements make it possible to precisely define the entire assessment procedure as well as the analysis of the results obtained (Figure).



First, the **assessment criteria** define which aspects or dimensions of the

Figure 1. Components of an evaluation framework

educational process are to be assessed. These may include specific student competences, such as reading comprehension or mathematical reasoning, or broader dimensions such as equity or educational inclusion.

Secondly, **achievement indicators** are quantifiable parameters that allow measuring the fulfilment of established criteria. For example, in assessments such as PISA, indicators focus on students' abilities to solve problems in real-life contexts, beyond the simple memorisation of content. (OECD, 2023).

Thirdly, **assessment instruments** include tests, questionnaires, surveys and other tools that are used to collect information on the performance of students or schools. An example of this is the "Guía para la elaboración de pruebas de evaluación educativa" [Guide for the development of educational assessment tests] published by the Instituto Nacional de Evaluación Educativa (INEE) in Spain (Ministry of Education and Vocational Education and Training, 2020a) which sets out clear guidelines for the design of instruments that reliably measure educational competences.

And finally, **methods of analysis** are the techniques used to interpret the data obtained, allowing the identification of trends, problems or achievements in the education system. These methods can range from statistical analysis to qualitative approaches, depending on the type of evaluation.

The Relevance and Purpose of assessment Frameworks

The use of assessment frameworks ensures that the evaluation process is aligned with national or international educational objectives. They also contribute to transparency, providing a sound basis for decision-making at both institutional and governmental levels. Thus, assessment frameworks provide a structured and coherent guide for measuring the performance and quality of education systems and support continuous improvement, equity and transparency.

These frameworks not only seek immediate results, but have a long-term strategic function, helping to identify patterns and trends that allow for continuous adaptation to the demands of a changing society.

Table 2 presents its main purposes. (Ministry of Education and Vocational Training, 2023)..

Guiding the evaluation	They establish what will be assessed (competences, knowledge, attitudes), how it will be measured (tools, techniques) and what the quality
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	standards will be. This ensures that the assessment is consistent and aligned with the educational objectives.
Ensuring quality and equity	It allows an assessment of whether the education system is succeeding in providing quality and equitable education for all students, identifying inequalities and gaps that require attention.
Informing decision-making	Evaluation results based on a robust framework provide relevant data that can be used by policy makers, school administrators and teachers to design improvement strategies, update curricula and optimise resource allocation.
Track progress and compare performance	An assessment framework makes it easier to track student performance over time, allowing for improvements or areas of regression to be observed. It also provides a standard that can be used to compare performance across schools, regions or even countries.
Promoting continuous improvement	Through evaluation, frameworks identify strengths and weaknesses in the education system. This, in turn, drives the implementation of corrective measures and the development of continuous improvement plans that contribute to the advancement of educational quality.
Set clear expectations	It defines the learning objectives and competences to be achieved by students, providing a framework for both teachers and students, helping both to understand what is expected at each stage of the educational process.

Transparency and accountability	An assessment framework ensures transparency of the educational process, making assessment results understandable and useful for all stakeholders, including families and society at large. This also facilitates accountability to education authorities and the public.
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Table 2. Purpose of Assessment Frameworks

The assessment framework therefore contributes not only to improving the quality of the teaching and learning process, but also to ensuring that all students have access to fair and quality educational opportunities. In this sense, PISA underlines that the assessment not only measures academic performance, but also enables countries to design policies to improve education systems by identifying areas of strength and needs for improvement. (Ministry of Education, Vocational Training and Sport, 2023a; OECD, 2023)..

Types of assessment Frameworks

There are different types of assessment frameworks depending on the objectives and focus. Among the most common are competency-based, normative, and inclusion and equity frameworks, as detailed in Table 1.

Competency-based frameworks	Regulatory frameworks	Inclusion and equity frameworks
These frameworks focus on assessing the skills and abilities that students need to function in different contexts, both academic and in	They set standards or norms of performance against which student performance is measured. They are useful for making	Designed to assess how education systems respond to student diversity and ensure that everyone receives a quality education. One

everyday life. An example of this approach is the INEE frameworks, which guide the assessment of key and specific competences in our education system. (Ministry of Education and Vocational Training, 2023).	comparisons between students, schools or even countries, as is the case with PISA and TIMSS, among others, (Ministry of Education, Vocational Training and Sport, 2022, 2023b; Ministry of Education and Vocational Training, 2020b).	example is the framework for analysing inclusion in the education system, published by the INEE (Ministry of Education, Vocational Training and Sport, 2024a).
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Table 1. Types of Assessment Frameworks

NATIONAL STUDIES: FRAMEWORKS FOR OVERALL SYSTEM ASSESSMENT AND DIAGNOSTIC EVALUATIONS

In the Spanish educational context, national evaluations are structured around two key approaches: the General System Assessment (GSA) and the Diagnostic Evaluations (DE). (Ministry of Education and Vocational Training, 2023). The GSA focuses on measuring key competences that transcend specific areas, providing a global view of the performance of the education system. On the other hand, DE is aimed at assessing specific competences in specific areas and subjects, in accordance with the curriculum defined by the LOMLOE. This dual scheme seeks to balance a comprehensive view of the system with the detailed analysis of learning in particular disciplines.

General System Assessment (GSA) Framework

The General System Assessment (GSA) is designed to provide a comprehensive view of the performance of the education system, focusing on key competences such as multilingual, digital and those related to educational inclusion. According to the “Marco general de las evaluaciones del sistema educativo” [General framework

for the evaluation of the education system] (Ministry of Education and Vocational Training, 2023) and the "Evaluación general del sistema. Marcos de las competencias plurilingüe, digital y marco para analizar la inclusión en el sistema educativo" [General evaluation of the system. Frameworks for multilingual and digital competences and framework for analysing inclusion in the education system] (Ministry of Education, Vocational Training and Sport, 2024a) these evaluations aim to analyse key indicators of quality and equity in education.

The GSA approach seeks to go beyond specific subjects, assessing transversal skills that are necessary for the integral formation of students and their adaptation to the 21st century. These assessments allow for comparison of results in national and international contexts and are crucial tools for designing evidence-based public policies. In addition, the "Marco general de las evaluaciones del sistema educativo" [General Framework for Education System Assessments] provides specific guidelines to ensure objectivity, relevance and consistency in the measurement of these key competences.

Diagnostic Evaluations (DE) Framework

On the other hand, Diagnostic Evaluations (DE) focus on measuring the degree of acquisition of specific competences in specific curricular areas, such as Knowledge of the Natural, Social and Cultural Environment, Geography and History, Biology and Geology, and Physics and Chemistry. According to the "Marco general de las evaluaciones del sistema educativo: Evaluaciones de diagnóstico. Anexo de competencias específicas de Conocimiento del Medio Natural, Social y Cultural, Geografía e Historia, Biología y Geología y Física y Química" [General framework of education system assessments: Diagnostic assessments. Annex of specific competences of Knowledge of the Natural, Social and Cultural Environment, Geography and History, Biology and Geology and Physics and Chemistry] (Ministry of Education, Vocational Training and Sport, 2024b)., these tests are designed to

identify strengths and areas for improvement in students' specific learning, allowing for more tailored pedagogical intervention.

This framework sets out the detailed competences for each area and subject, aligning them with the objectives of the LOMLOE curriculum. Furthermore, it is integrated with the "Guía para la elaboración de pruebas de evaluación educativa" [Guide for the development of educational assessment tests] (Ministry of Education and Vocational Training, 2020a), which offers methodological criteria for developing reliable, valid and contextualised tests, adapted to the diverse educational realities of the Spanish territory. This approach ensures that assessments are effective tools for promoting quality and equitable education in all regions.

OECD International Studies and assessment Frameworks

OECD-led international surveys, such as the renowned Programme for International Student Assessment (PISA), provide essential tools for comparing education systems across countries. These studies establish robust and detailed assessment frameworks that measure key competencies such as literacy, numeracy and science skills. These frameworks provide a comprehensive overview of student and teacher performance, allowing for the identification of common educational strengths and challenges. In addition, the results serve as a basis for designing informed education policies that promote equity and quality in learning.

Programme for International Student Assessment (PISA)

The PISA programme, conducted by the OECD, is one of the most widely recognised international surveys. It assesses the performance of 15-year-old students in three key areas: reading literacy, mathematics and science. PISA does not focus on a country's national curriculum, but on students' ability to apply their knowledge and skills to real-life situations. (OECD, 2023).

The PISA assessment framework clearly defines the competencies it seeks to measure and establishes criteria for analysing students' cognitive skills in a globalised context. Through this framework, both content knowledge and problem-

solving and critical thinking skills are assessed. In addition, since the 2012 edition, PISA has included the assessment of financial literacy, which from 2025 will alternate with foreign language proficiency (Ministry of Education, Vocational Training and Sport, 2021a). In addition, an innovative competence has been included in each edition, such as the global competence in 2018 (Ministry of Education, Culture and Sport, 2018), the creative one in 2022 (Ministry of Education, Vocational Education and Training and Sport, 2023a) and, in 2025, there will be an assessment of learning in the digital world, reflecting the importance of preparing students to face the challenges of the modern world.

The impact of PISA is wide-ranging, providing a comparative view of educational performance in more than 80 countries and economies worldwide. The assessment frameworks used in PISA allow education policymakers to identify good practices and areas for improvement in the national context, guiding education reforms around student outcomes.

Teaching and Learning International Study (TALIS)

The TALIS study, also led by the OECD, focuses on teachers and school principals, collecting data on their working conditions, teaching practices and school leadership. TALIS is unique in that it does not directly measure student performance, but focuses on the factors that contribute to an effective learning environment (Ministry of Education and Vocational Training, 2019).

The TALIS assessment framework investigates areas such as pedagogical practices, teacher education and professional development opportunities, providing a comprehensive perspective on how education systems support teachers. TALIS results allow countries to assess the effectiveness of their education policies around teacher education and support, helping to improve the quality of teaching and, ultimately, student achievement.

Programme for the International Assessment of Adult Competencies (PIAAC)

The PIAAC Programme, also managed by the OECD, assesses basic skills in adults aged 16-65, focusing on areas such as reading literacy, numeracy and problem solving in technological environments. The PIAAC assessment framework measures how adults apply their skills in everyday and work situations, providing valuable information on the population's ability to meet the challenges of a knowledge-based economy (Ministry of Education, Vocational Training and Sport, 2021b).

This study is particularly important for assessing the long-term impact of education systems and their ability to prepare students for lifelong learning. The results of PIAAC help policy makers to design education and lifelong learning programmes to improve the labour market skills of the adult population.

IEA International Studies and assessment Frameworks

The International Association for the Evaluation of Educational Achievement (IEA) leads comparative studies such as TIMSS (Trends in Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study), among others. Its studies provide specific and rigorous assessment frameworks for analysing learning in specific areas such as mathematics, science, reading comprehension, as well as digital and citizenship skills. IEA frameworks not only assess student performance, but also examine contextual factors that impact on educational outcomes, such as teaching practices and school resources. This facilitates a comprehensive analysis of education systems, promoting continuous improvement in teaching and learning.

Progress in International Reading Literacy Study (PIRLS)

The PIRLS study, managed by the International Association for the Evaluation of Educational Achievement (IEA), focuses on measuring the reading comprehension of students in the fourth grade of primary school. Its assessment framework is based on two key areas: comprehension processes and reading purposes. PIRLS assesses

students' ability to read for literary purposes and to acquire and use information, key skills in the information age (Ministry of Education and Vocational Training, 2020b).

The PIRLS assessment framework defines how students should be able to interpret, integrate and evaluate the information they encounter in texts. By providing comparative data across more than 60 countries, PIRLS helps governments improve their early literacy policies by identifying weaknesses in the early years of schooling that could affect later educational success.

Trends in International Mathematics and Science Study (TIMSS)

TIMSS, also administered by the IEA, assesses student performance in mathematics and science at the fourth and eighth grades, equivalent to the fourth year of primary education and the second year of compulsory secondary education in Spain. The TIMSS assessment framework organises competencies into two broad domains: content (what students know) and cognitive processes (how they apply their knowledge) (Ministry of Education, Vocational Training and Sport, 2022, 2023b).

This study offers an in-depth look at mathematics and science learning at different stages of the education system, providing policymakers with a crucial tool for understanding how to improve teaching in these fundamental areas. TIMSS allows us to analyse how the curricula and teaching of mathematics and science in different countries translate into practical skills in students.

International Computer and Information Literacy Study (ICILS)

The ICILS study, also led by the IEA, assesses students' digital skills and their ability to use information and communication technologies (ICT). In an increasingly digitised world, the ICILS assessment framework is crucial for measuring not only access to technology, but also how students use these tools for learning and problem solving. (International Association for the Evaluation of Educational Achievement (IEA), 2023).

ICILS provides comparative data on the digital competence of students in different countries, enabling governments to evaluate their digital literacy policies

and develop educational programmes that prepare students for the future of work and society in a highly interconnected world.

International Civic and Citizenship Education Survey (ICCS)

The ICCS survey, conducted by the IEA, assesses students' civic and citizenship skills, focusing on their knowledge of democracy, civic participation and human rights. The ICCS assessment framework measures not only students' knowledge of civic issues, but also their attitudes towards active citizenship and their willingness to participate in public life (Ministry of Education and Vocational Training, 2022).

This study is essential for understanding how education systems prepare young people to become responsible and engaged citizens. Through the ICCS results, countries can adjust their civic education programmes to promote greater awareness and participation in democratic life.

Benefits of a Standardised Approach to Evaluation

The use of a standardised approach to educational assessment offers a number of key benefits that impact both at the institutional level and on the education system as a whole. Standardisation allows assessment results to be comparable, reliable and objective, facilitating informed decision-making, transparency and equity in the educational process.

Some of the main benefits are detailed below:

1. **Comparability of results**, as a standardised approach allows comparability of results across different educational contexts, such as schools, regions and even countries. This type of comparison is crucial to identify patterns of success or areas requiring intervention. International programmes such as PISA and TIMSS provide standardised frameworks that allow countries to compare the performance of their students in mathematics, science and reading, offering a global perspective that facilitates education policy analysis and the adoption of best practice (Ministry of Education, Vocational Training and Sport, 2022, 2023a, 2023b; OECD, 2023).

2. **Transparency**, since by applying uniform criteria, educators, management teams and families can clearly understand the objectives and methods of assessment. In this regard, studies such as TALIS underline the importance of standardised assessment to ensure that assessments accurately reflect the quality of teaching and learning (Ministry of Education and Vocational Training, 2019).

3. **Ensure fairness**, as standardisation contributes to fairness in assessment by ensuring that all students are assessed under the same conditions and with the same expectations. This reduces subjectivity and possible biases that may arise in unstructured assessments. For example, the INEE in Spain, in its "Marco general de las evaluaciones del sistema educativo" [General framework for education system assessments], highlights that standardised assessments allow the identification of achievement gaps and areas of inequality, which is key to designing policies that favour equity in education (Ministry of Education and Vocational Training, 2023).

4. **Reliability and validity of results**, because a standardised approach ensures that assessments are reliable, consistent in their results, and valid, that they actually measure what they set out to measure. This is essential so that the data obtained can be used effectively to improve the education system. The INEE's "Guía para la elaboración de pruebas de evaluación educativa" [Guide for the development of educational assessment tests] stresses that a standardised assessment ensures that the results are comparable and allow valid conclusions to be drawn about student performance (Ministry of Education and Vocational Training, 2020a).

5. **Continuous improvement and evidence-based policy** by facilitating the monitoring of the progress of students and the education system as a whole over time. This continuity allows for informed adjustments to education policies, promoting continuous improvement. Studies such as PIAAC highlight how longitudinal data from standardised assessments allow for understanding the impact

of education policies over time and designing more effective interventions (Ministry of Education, Vocational Training and Sport, 2021b).

6. **Resource optimisation**, by having clear and comparable information on student and school performance, education authorities can identify precisely the areas that require more support, whether in terms of investment in infrastructure, teacher training or specific educational intervention programmes. In this way, standardisation helps to target resources more efficiently and effectively.

Ultimately, all these aspects are important for improving the quality of the education system, as they provide objective and relevant data that enable informed decision-making and evidence-based policies. Both at the national level, as in the case of the frameworks established by INEE, and at the international level, in studies such as PISA and PIAAC, standardisation plays a fundamental role in the continuous improvement and promotion of equity in education (Ministry of Education, Vocational Training and Sport, 2021b, 2023a; OECD, 2023).

Challenges in Implementing assessment Frameworks

Although assessment frameworks offer multiple benefits for the improvement and monitoring of education systems, their implementation can face significant challenges. These obstacles arise at technical, political and societal levels, and can affect both the quality and effectiveness of assessment processes.

Some of the main challenges in implementing educational assessment frameworks are explored below, such as resistance to change, insufficient training of educational personnel, technical and logistical constraints, diversity of contexts, interpretation and use of results, as well as political and social pressures (Figure 2).



One of these is **resistance to change**, as the introduction of new assessment
Figure 2. Challenges in the implementation of Assessment frameworks

frameworks can create tensions, especially if teachers feel that these frameworks are not aligned with existing educational practices or that they increase workload. According to TALIS studies, many teachers feel that standardised assessments do not always reflect the complexity of the teaching and learning process, which can lead to mistrust of the results obtained (OECD, 2019b, 2020b).

Another constraint is **insufficient training** on how to interpret and apply assessment results. In the case of Spain, the INEE has pointed out that although frameworks such as the General Framework for Education System Assessments provide clear guidance, the lack of teacher training in specific areas, such as digital competence or the analysis of results, hampers effective implementation (Ministry of Education and Vocational Training, 2023).

Similarly, there are **technical and logistical constraints** in creating valid and reliable tests, collecting data efficiently and processing the results. The implementation of international studies, such as PISA or PIAAC, has revealed that many countries face problems in terms of the availability of adequate technological infrastructure, especially in rural or under-resourced areas, which makes it difficult to collect data in an equitable manner (Ministry of Education, Vocational Training and Sport, 2021b; OECD, 2019a, 2020a).

Also, the **diversity of educational contexts** that cannot always be captured in assessment frameworks. Socio-economic, cultural and linguistic differences between regions or countries can significantly influence assessment results. This is a challenge at both national and international levels. For example, TIMSS has highlighted the difficulty of creating a framework that is applicable and relevant to all contexts, as education systems vary enormously in terms of resources, pedagogical approaches and socio-economic contexts (Mullis et al., 2020).

On the other hand, the **interpretation and use of results** can vary, which can lead to ineffective implementation of education policies. Misinterpreted results can lead to counterproductive decisions, such as the implementation of large-scale policies based solely on standardised test results, which can lead to negative practices such as teaching focused solely on test preparation. In this regard, studies such as PISA have warned about the risks of relying solely on quantitative data to assess the quality of the education system (OECD, 2019a, 2020a).

Sometimes there are also **political and social pressures** that can influence the implementation and use of assessment frameworks. In some cases, assessment results can be used as a political tool rather than as a basis for improving the education system. This can lead to distortions in the way results are interpreted and communicated, negatively affecting the credibility of the assessment process. The OECD has pointed out that international assessment frameworks, such as PISA, often generate political debates that can divert attention from their main purpose: to provide data for the continuous improvement of education systems (OECD, 2019a, 2023).

And the **economic aspects** cannot be neglected, especially in large-scale studies, in terms of material and human resources. International surveys such as PIRLS and TIMSS require significant investment in terms of test development, training, data collection and analysis (Ministry of Education, Vocational Training and Sport, 2022, 2023b; Ministry of Education and Vocational Training, 2020b). In addition,

many countries, especially those with fewer resources, face difficulties in maintaining these assessment systems on an ongoing basis, which may limit their participation in these studies and affect international comparability (Mullis et al., 2020).

Overcoming these challenges requires a collaborative approach, with adequate training, investment in infrastructure and a responsible use of results that fosters continuous improvement and equity in education. In short, it is a question of making a commitment to the training of teachers and educational staff, the promotion of a culture of evaluation, transparency in the communication of results and the provision of resources, among others.

assessment FRAMEWORKS AND THEIR ROLE IN EDUCATION INSPECTION after LOMLOE

With the approval of the LOMLOE in Spain, the role of assessment frameworks has become more relevant within the education system. The law places renewed emphasis on evaluation as a key tool for improving the quality of education, promoting equity and inclusion, and the Educational Inspection is positioned as a central actor in ensuring that these principles are fulfilled in schools..

Comprehensive and competency-based approach

One of the most significant changes introduced by the LOMLOE is the promotion of a more holistic educational approach, which prioritises the development of key and specific competences over purely rote learning. Assessment frameworks, such as those designed by the INEE, play a fundamental role in establishing clear and standardised criteria that allow the level of acquisition of these competences to be assessed. These frameworks are important for the Educational Inspection to ensure that schools adjust their curricular and methodological offerings to the new approaches promoted by the law (Ministry of Education and Vocational Training, 2023).

The INEE's published general frameworks for education system assessments set the basis for assessing key competences, such as multilingual and digital competences, among others, and specific competences linked to curriculum areas and subjects, which are central to the LOMLOE (Ministry of Education, Vocational Training and Sport, 2024a, 2024b). These assessments allow inspectors to analyse whether schools are adequately fostering these key 21st century competences, ensuring that all students have access to a modern and relevant education.

Inclusion and equity monitor

LOMLOE also places a strong emphasis on educational inclusion, promoting policies that ensure that all students, regardless of their socio-economic background or educational needs, receive a quality education. In this regard, assessment frameworks are crucial to measure and monitor how schools implement inclusive practices. For example, the framework for analysing inclusion in the education system, published by the INEE, offers tools for inspectors to identify areas for improvement in the attention to diversity and inclusion of students (Ministry of Education, Vocational Training and Sport, 2024a).

In addition, the role of the Educational Inspection is to ensure that inclusion policies are reflected in the day-to-day practice of schools, using the results of evaluations to ensure that equity objectives are met. In this way, the frameworks provide the necessary indicators to measure the effectiveness of inclusive policies, enabling inspectors to promote corrective action.

Quality assurance and continuous improvement

The Educational Inspection is responsible for ensuring the quality of educational processes in all schools. To this end, assessment frameworks provide an objective basis for assessing compliance with the standards set out in the LOMLOE. These frameworks help to ensure that inspections are not limited to a bureaucratic or administrative approach, but focus on the analysis of educational quality and continuous improvement.

For example, the results of international assessments such as PISA and TALIS provide a comparative perspective that inspectors can use to identify strengths and areas for improvement in schools (Ministry of Education and Vocational Training, 2019; OECD, 2023). This comparative data, together with the INEE national frameworks, allows the Educational Inspection to detect trends, evaluate the effectiveness of methodologies and guide schools towards more innovative and effective educational practices.

Formative evaluation and constructive feedback

LOMLOE promotes the idea that evaluation should be formative, i.e. that it should not only focus on obtaining final results, but also on providing continuous feedback that allows for the improvement of teaching and learning processes. In this context, assessment frameworks play a key role in providing clear and objective criteria that enable the Educational Inspection to provide constructive feedback to schools.

The Educational Inspection, through the analysis of the data provided by the assessment frameworks, can identify specific areas where schools need to improve and provide evidence-based recommendations. This feedback may include suggestions on methodological changes, adjustments in the attention to diversity or the introduction of new technological tools that favour proficient and equitable learning, in line with the priorities of the LOMLOE.

Adapting to New Educational Challenges

LOMLOE also addresses new educational challenges, such as digital competence and the need to prepare students for a globalised and technologically advanced environment. Assessment frameworks, which include indicators related to digital competence, are key for the Educational Inspection to monitor how schools integrate these skills into their curriculum and school life.

The INEE frameworks, by assessing areas such as digital literacy, provide the Educational Inspection with objective criteria to analyse whether schools are

equipping students with the necessary tools to cope in the 21st century. In addition, international studies such as ICILS provide useful comparisons of how digital literacy is developing in different countries, helping inspectors to contextualise national results and promote improvements in line with current needs (International Association for the Evaluation of Educational Achievement (IEA), 2023).

Therefore, following the implementation of LOMLOE, assessment frameworks play a key role in the Educational Inspection, providing tools to ensure compliance with new pedagogical approaches, inclusion and equity in the education system. Through these frameworks, the Educational Inspection can provide more effective supervision, based on objective data and aligned with the priorities of the law, promoting higher quality education for all students.

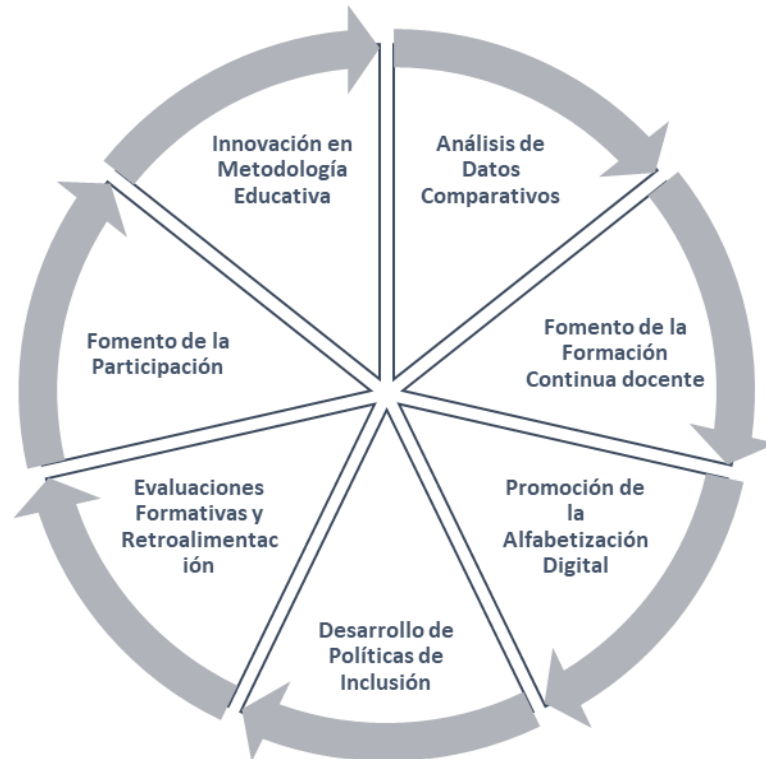
Good Practices and Lessons Learned for Educational Inspection

Integrating both national and international evaluation findings and frameworks into the practice of Education Inspection not only improves the quality of education, but also ensures that all students have access to equitable learning opportunities. By learning from good practices and applying these learnings in local contexts, education officials can drive meaningful reforms that respond to the current needs of education systems (Figure 3).

The Educational Inspection can use data from studies such as PISA and TIMSS to **compare** student **performance** in different contexts. For example, if a country shows exceptional performance in mathematics, the inspectorate can **investigate the methodologies used** in those contexts and promote their adoption in other schools.

Based on the TALIS findings on the importance of **professional development**, the inspectorate can implement in-service training programmes that are aligned with the specific needs of teachers, thus improving teaching quality and professional satisfaction.

Using the ICILS frameworks, Educational Inspections can establish specific programmes that assess and strengthen **digital competences** in students, ensuring that the curriculum adequately addresses information literacy.



From the results of studies such as PIRLS, which analyse the reading

Figure 3. Good practice and learning for Education Inspection

comprehension of different groups, the Educational Inspection can identify learning gaps and **promote inclusion policies** that ensure that all students, regardless of their socio-economic background, have access to the same quality of education.

Following the recommendations of the studies, the inspectorate can encourage a **focus on formative assessment**, supporting teachers to use assessment data not only for grading but also for continuous improvement of teaching.

Using ICCS findings, the Educational Inspection can develop and implement **programmes that promote civic education** in schools, empowering students to be active and responsible citizens.

Reviewing successful practices in other countries through international studies can lead to the **implementation of innovative classroom methodologies**, which are not only more engaging for students, but also foster deeper learning.

Conclusions

This article has highlighted the relevance of assessment frameworks in the continuous improvement of education systems, underlining their central role in Education Inspection. Assessment frameworks, by defining standards and performance criteria, enable the measurement of student learning and the effectiveness of the education system, providing a structured and coherent framework for identifying areas for improvement. They are intended to guide decision-making and the creation of more effective and equitable education policies, both nationally and internationally.

One of the key benefits of standardised frameworks is the possibility of making global comparisons, as illustrated by international studies such as PISA, PIRLS, TIMSS and TALIS. These comparisons not only offer insights into educational performance in different contexts, but also provide valuable data that can be used to identify good practices and guide education policy planning. In addition, assessment frameworks promote transparency and accountability within education systems, which is essential for the work of the Educational Inspection.

However, the implementation of assessment frameworks is not without challenges. Among the main obstacles are resistance to change on the part of some educational sectors, lack of specific teacher training and resource constraints in many institutions. The Educational Inspection plays a key role in overcoming these challenges by monitoring and evaluating the implementation of frameworks and

ensuring that best practices are adopted. To this end, it is essential to strengthen in-service teacher training and to create support networks to facilitate the transition to new approaches to assessment.

In the context of LOMLOE, assessment frameworks become even more significant. The Educational Inspection, as the guarantor of quality and equity, must use these frameworks to evaluate the effectiveness of the reforms introduced and to ensure that the objectives of competence, inclusiveness and improvement in teaching are met. In this way, the assessment frameworks allow the inspectorate to detect possible inequalities and areas where the education system needs more attention, in line with the objectives of the new legislation.

Finally, international studies provide examples of good practices that can be applied in the field of educational inspection in Spain. The incorporation of benchmarking tools, the use of data for continuous improvement and the implementation of inclusion policies are strategies that can benefit national education systems. Furthermore, these studies suggest that continuous training and professional development of teachers are fundamental to the success of any evaluation framework.

In summary, assessment frameworks are indispensable tools for ensuring quality, equitable education that is aligned with the demands of the 21st century. Their proper implementation, accompanied by solid teacher training and the support of the Educational Inspection, is key to overcoming the challenges faced by education systems. By drawing on lessons learned from international studies and fostering close collaboration between institutions, administrations and communities, it will be possible to move towards a more inclusive and promising educational future.

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