Survey of Student Assessment Systems

Classroom Assessment

[Name of country or education system]

[Date of data collection]

SYSTEM ASSESSMENT AND BENCHMARKING

FOR EDUCATION RESULTS

The World Bank

Human Development Network
WHAT IS THE PURPOSE OF THE SABER-SA INITIATIVE?

The purpose of the SABER-SA (System Assessment and Benchmarking for Education Results-Student Assessment) initiative is to benchmark student assessment systems in developed and developing countries around the world. The goal of SABER-SA is to promote stronger student assessment systems that contribute to improved education quality and learning for all. The World Bank is committed to supporting countries in their development of more effective student assessment systems, and SABER-SA is a key component of this support.

SABER-SA is one of the sub-systems under The World Bank’s SABER program. SABER is an evidence-based program to help countries systematically examine and strengthen the performance of their education systems. The World Bank launched the SABER program to support the implementation of its forthcoming Education Strategy 2020. The initiative is being led by the Human Development Network in Education (HDNED) of The World Bank. Information on SABER can be found at http://go.worldbank.org/NK2EK7MKV0.

WHY SHOULD YOU PARTICIPATE IN THE SABER-SA INITIATIVE?

The data collected under the SABER-SA initiative will be widely available to policy makers, the public, and educational leaders, and will allow them to make evidence-based diagnoses of the status of student assessment activities in their respective countries, learn about other countries’ assessment systems, and make informed decisions about reforms. The data will be used to create country profiles, not to rank countries. Researchers also will have access to the data, and will be able to conduct analyses that contribute to our understanding of how assessment affects education quality.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?

Yes, all of your responses will be kept confidential and individual responses will not be identified. Aggregate data will be reviewed by The World Bank assessment team and the country’s government before information is uploaded to the SABER-SA website. Based on the information provided, the assessment team at The World Bank will produce an objective country profile report indicating strengths and areas for improvement in the country’s assessment system and related policies. The report will be shared with the country for discussion and a finalized version will be made available on the SABER-SA website.

WE HOPE THAT YOU WILL PARTICIPATE IN THIS INITIATIVE.

SINCERELY,

ELIZABETH KING
Director
HDNED

ROBIN HORN
Manager
HDNED

MARGUERITE CLARKE
Task Team Leader
HDNED
I. CONTACT INFORMATION OF THE RESPONDENT

Please write down the COUNTRY, NAME, INSTITUTIONAL AFFILIATION, JOB TITLE, E-MAIL, and TELEPHONE NUMBER of the main individual responsible for completing this questionnaire. This information will remain strictly confidential.

a. Country: ________________________________________________________________

b. Name of individual: ______________________________________________________

c. Institution: ______________________________________________________________

d. Job title: _________________________________________________________________

e. E-mail: ____________________________________________________________________

f. Telephone: __________________________________________________________________

Please write down the COUNTRY, NAME, INSTITUTIONAL AFFILIATION, JOB TITLE, E-MAIL, and TELEPHONE NUMBER of any other key individual responsible for completing this questionnaire. This information will remain strictly confidential.

g. Country: __________________________________________________________________

h. Name of individual: _________________________________________________________

i. Institution: __________________________________________________________________

j. Job title: __________________________________________________________________

k. E-mail: __________________________________________________________________

l. Telephone: __________________________________________________________________
PLEASE NOTE BEFORE BEGINNING TO RESPOND

1. Answer every question.
2. All questions refer to assessment activities in both public and private schools in the focal country or education system.
3. Carefully read the definitions provided below and keep them in mind as you answer the survey questions. This is important to ensure the comparability of data collected across countries and education systems.
4. In order to answer the survey questions, you are expected to collect information from key informants and official sources, and provide sources of information where applicable.
5. Each question has a ‘Comments’ area where you can provide additional information about your answer. We encourage you to do this.

DEFINITIONS

Classroom assessment: The process of collecting, synthesizing, and interpreting information to aid in classroom decision making, support student learning (formative assessment), and judge student performance (summative assessment). It encompasses grading or scoring of students' work, informal observations of students, oral quizzes, peer-to-peer assessment, students’ self assessment, and end-of-year testing. The design and scoring of the assessment may be driven by needs and traditions internal to the school or classroom or may be mandated by system norms.

Moderation: The process of establishing comparable standards for evaluating student responses to assessment tasks in order to ensure that the data are valid and reliable for the intended purposes. In schools, it involves groups of teachers looking at examples of student work, discussing the extent to which these meet the expected standard, and coming to agreement on the level of attainment represented by each example. The group may comprise staff from different groups within the establishment, from different schools or across authorities.

School-based assessment: Refers to assessments generated, designed and/or administered in schools and evaluated by the students' own teachers, marks from which will count towards schools’ or students' external/public assessment results. Typically involves some form of external moderation or standardization that ensures at least a minimum acceptable level of comparability across different school contexts.
1. Is there a system-level document that provides guidelines for classroom assessment (e.g., content, format, expectations, scoring criteria, uses)?

   a. (   ) Yes, there is a formal document
   b. (   ) Yes, there is an informal or draft document
   c. (   ) No, ➔ Go to question 5

   Comments:

2. Please supply the following information on the document that provides guidelines for classroom assessment.

   Official document citation: ________________________________________________________

   Authorizing body: ________________________________________________________________

   Year of authorization: _____

   Please provide the link or attach a copy of the document with your submission of the completed questionnaire.

   Comments:

3. Is the document identified in question 2 available to the public?

   a. (   ) Yes
   b. (   ) No

   Comments:
4. Where, specifically, is the document identified in question 2 available? Check all that apply.

   a. ( ) Online
   b. ( ) Public library
   c. ( ) Teacher training colleges
   d. ( ) In-service courses for teachers
   e. ( ) Other, please specify: ________________________________

   Comments:

5. Which of the following resources are typically available (i.e., on a system-wide basis) to teachers for their classroom assessment activities? Check all that apply.

   a. ( ) A document that outlines what students are expected to learn in different subject areas at different grade/age levels
   b. ( ) A document that outlines the level(s) of performance that students are expected to reach in different subject areas at different grade/age levels
   c. ( ) Textbooks or workbooks that provide support for classroom assessment
   d. ( ) Scoring criteria or rubrics for students’ work
   e. ( ) Item banks or pools with examples of selection/multiple-choice or supply/open-ended questions
   f. ( ) Online assessment resources
   g. ( ) Computer-based testing with instant reports on students' performance
   h. ( ) Other, please specify: ________________________________

   Comments:
6. **Is there an official curriculum or standards document that specifies what students are expected to learn and to what level of performance, at a minimum in language and mathematics, at different grade/age levels?**

   a. ( ) Yes, the document outlines what students at different grade/age levels are expected to learn and to what performance level
   b. ( ) Yes, the document outlines what students at different grade/age levels are expected to learn, but does not specify to what performance level
   c. ( ) No, there is no official document that specifies what students at different grade/age levels are expected to learn and to what performance level
   d. ( ) Other, please specify: __________________________________________________________

   Comments:

   __________________________________________________________

7. **Do mechanisms exist to ensure that teachers develop skills and expertise in classroom assessment? Check all that apply.**

   a. ( ) Yes, mechanisms exist at the system level
   b. ( ) Yes, there are informal or ad-hoc initiatives/activities
   c. ( ) No → Go to question 9

   Comments:

   __________________________________________________________

8. **What system-level mechanisms exist to ensure that teachers develop skills and expertise in classroom assessment? Check all that apply.**

   a. ( ) Pre-service teacher training
   b. ( ) In-service teacher training
   c. ( ) All teacher training programs include a required course on classroom assessment
   d. ( ) On-line resources on classroom assessment
   e. ( ) Opportunities to participate in conferences and workshops
   f. ( ) Opportunities to participate in item development for, or scoring of, large-scale assessments or exams
   g. ( ) School inspection or teacher supervision includes component focused on classroom assessment
   h. ( ) Other, please specify: __________________________________________________________

   Comments:
9. **What are the main reasons that teachers typically carry out classroom assessment activities?** Check all that apply.

a. (  ) To meet external (system-level) requirements or information needs  
b. (  ) To inform their own teaching and their students’ learning  
c. (  ) To meet school-level requirements or information needs  
d. (  ) Other, please specify:  

Comments:

10. **What type of knowledge and skills typically is the focus of classroom assessment activities?** Check all that apply.

a. (  ) Knowledge and skills in core curriculum areas such as mathematics, language arts (reading, writing)  
b. (  ) Knowledge and skills in non-core curriculum areas such as civics, home economics  
c. (  ) Non-cognitive skills such as team work, persistence, self discipline  
d. (  ) Other, please specify:  

Comments:

11. **According to key documents or informants, to what extent do classroom assessment activities have the following characteristics?** For each characteristic, mark Very Common (VC), Common (C), Not Common (NC), Rarely (R), or Unable to Tell (UT).

a. (  ) Rely mainly on multiple-choice, selection-type questions  

Comments: [VC-C-NC-R-UT]

b. (  ) Are mainly about recalling information  

Comments: [VC-C-NC-R-UT]

c. (  ) Teachers do not use explicit or a priori criteria for scoring or grading students' work  

Comments: [VC-C-NC-R-UT]

d. (  ) It is common to observe errors in the scoring or grading of students' work  

Comments: [VC-C-NC-R-UT]

e. (  ) Uneven application of standards for grading students' work is a serious problem  

Comments: [VC-C-NC-R-UT]

f. (  ) Grade inflation is a serious problem  

Comments: [VC-C-NC-R-UT]

g. (  ) Parents are poorly informed about students' grades  

Comments: [VC-C-NC-R-UT]
h. ( ) Provide little useful feedback to students ................................................................. [VC-C-NC-R-UT]

i. ( ) Mainly used as administrative or control tool rather than as pedagogical resource ........................................................................................................ [VC-C-NC-R-UT]

j. ( ) Not aligned with pedagogical or curricular framework .............................................. [VC-C-NC-R-UT]

Comments:

__________________________________________________________________________________________

12. What system-level mechanisms are in place to monitor the quality of classroom assessment activities? Check all that apply.

a. ( ) Classroom assessment is a required component of a teacher’s performance evaluation
b. ( ) Classroom assessment is a required component of school inspection or teacher supervision
c. ( ) There is an external moderation system that reviews the difficulty of classroom assessment activities, appropriateness of scoring criteria, etc.
d. ( ) National or other system-wide reviews of the quality of education include a focus on classroom assessment
e. ( ) Government funding is available for research on the quality of classroom assessment activities and how to improve classroom assessment
f. ( ) Other, please specify:_______________________________________________________________

Comments:

__________________________________________________________________________________________

13. Where are classroom assessment results for individual students typically recorded? Check all that apply.

a. ( ) Student’s own copy book
b. ( ) Teacher’s record book
c. ( ) Classroom or school database
d. ( ) District-wide database or information system
e. ( ) System-wide database or information system
f. ( ) Other, please specify:_______________________________________________________________

Comments:
14. To whom are schools or teachers required to report on individual student’s performance? Check all that apply.

a. (   ) School district/Ministry of Education officials
b. (   ) Parents
c. (   ) Students
e. (   ) Other, please specify: __________________________________________
d. (   ) No one

Comments:

15. According to key documents or informants, what are the required uses of classroom assessment activities to promote and inform student learning? Check all that apply.

a. (   ) Diagnosing student learning issues
b. (   ) Providing feedback to students on their learning
c. (   ) Informing parents about their child’s learning
d. (   ) Planning next steps in instruction
e. (   ) Grading students for internal classroom uses
f. (   ) Providing input to an external examination program (e.g., school-based assessment with moderation and quality audit)
g. (   ) Other, please specify: __________________________________________
h. (   ) None

Comments:

THANK YOU FOR YOUR RESPONSES

Please ensure that you have answered all questions and that your responses are consistent. Once you are ready, press the button below to save your responses in a pdf document.

Email the pdf to Julia Liberman, jliberman@worldbank.org