2011 QUESTIONNAIRE

Survey of Student Assessment Systems

Examinations

[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

Assessment framework: Refers to ‘what’ is measured by the assessment instrument. The framework provides the operationalization of the broader domain to which the assessment aims to generalize. It specifies the content and skills to be assessed. An equivalent term is test specification.

Enabling context: Refers to the broader context in which assessment activity takes place in a country and the extent to which that context is conducive to, or supportive of, the assessment activity.

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 of staff from different groups within the establishment, from different schools or across authorities.

School-based assessment: Refers to assessments 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 insures minimum comparability across different school contexts.

System alignment: Refers to when different programs or components in an education system are coherent or mutually supportive. There is evidence of alignment when the components refer to the same conceptual model or reference framework or when strengthening one component results in strengthening the other. There is evidence of misalignment when, in the case of assessment, the tasks do not cover a well-balanced and representative sample of the topics or areas covered in the curriculum, or when the test includes topics not covered in the curriculum.

Examination: Examination, also referred to as standardized examination, where the test design, administration, analysis and reporting follows the same, or “standard”, procedure for all students.
1. Please provide information on up to three major standardized examinations that the country has in place. Please make sure to include examinations that determine high school graduation or university entrance. Complete one table for each examination.

Examination 1A:

| I. Name of the standardized examination | a. (  ) Name: ______  
|          | b. (  ) Check here if there is no standardized examination |
| II. Main purpose(s) of the examination (check all that apply) | a. (  ) Student certification for grade or school cycle completion  
b. (  ) Student selection to secondary school  
c. (  ) Student selection or promotion for grades/courses/tracks in secondary school  
d. (  ) Student selection to university or other higher-education institution  
e. (  ) Monitoring education quality levels  
f. (  ) Planning education policy reforms  
g. (  ) Designing individualized instructional plan  
h. (  ) School or educator accountability  
i. (  ) Promoting competition among schools  
j. (  ) Other, please specify: ______________________________ |
| III. First year the examination was administered | a. (  ) More than ten years ago  
b. (  ) Five to ten years ago  
c. (  ) Less than five years ago |
| IV. Subject(s) or area(s) covered by the examination | a. (  ) Grade 1  
b. (  ) Grade 2  
c. (  ) Grade 3  
d. (  ) Grade 4  
e. (  ) Grade 5  
f. (  ) Grade 6  
g. (  ) Grade 7  
h. (  ) Grade 8  
i. (  ) Grade 9  
j. (  ) Grade 10  
k. (  ) Grade 11  
l. (  ) Grade 12  
m. (  ) Grade 13 |
**Examination 1A (continued):**

<table>
<thead>
<tr>
<th>VI. Most common modal age(s) at which students take the examination</th>
<th>a. ( ) 10 years old</th>
<th>b. ( ) 11 years old</th>
<th>c. ( ) 12 years old</th>
<th>d. ( ) 13 years old</th>
<th>e. ( ) 14 years old</th>
<th>f. ( ) 15 years old</th>
<th>g. ( ) 16 years old</th>
<th>h. ( ) 17 years old</th>
<th>i. ( ) 18 years old</th>
<th>j. ( ) 19 years old</th>
<th>k. ( ) 20 years old</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VII. Format of the examination (check all that apply)</th>
<th>a. ( ) Paper and pencil</th>
<th>b. ( ) Oral</th>
<th>c. ( ) Portfolio</th>
<th>d. ( ) Performance assessment</th>
<th>e. ( ) Computer-based</th>
<th>f. ( ) Computer-adaptive test</th>
<th>g. ( ) Other, please specify: ______________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>VIII. Format(s) of the examination questions (check all that apply)</th>
<th>a. ( ) Multiple-choice</th>
<th>b. ( ) Supply/open-ended</th>
<th>c. ( ) Essays</th>
<th>d. ( ) Oral or performance assessment</th>
<th>e. ( ) Other, please specify: __________________</th>
</tr>
</thead>
</table>

| IX. Additional comments | | | | | | | | | | | | |
### Examination 1B:

<table>
<thead>
<tr>
<th>I. Name of the examination</th>
<th></th>
</tr>
</thead>
</table>
| II. Main purpose(s) of the examination (check all that apply) | a. ( ) Student certification for grade or school cycle completion  
b. ( ) Student selection to secondary school  
c. ( ) Student selection or promotion for grades/courses/tracks in secondary school  
d. ( ) Student selection to university or other higher-education institution  
e. ( ) Monitoring education quality levels  
f. ( ) Planning education policy reforms  
g. ( ) Designing individualized instructional plan  
h. ( ) School or educator accountability  
i. ( ) Promoting competition among schools  
j. ( ) Other, please specify: ________________________________ |
| III. First year the examination was administered |   |
| IV. Subject(s) or area(s) covered by the examination |   |
| V. Grade level(s) at which students take the examination | a. ( ) Grade 1  
b. ( ) Grade 2  
c. ( ) Grade 3  
d. ( ) Grade 4  
e. ( ) Grade 5  
f. ( ) Grade 6  
g. ( ) Grade 7  
h. ( ) Grade 8  
i. ( ) Grade 9  
j. ( ) Grade 10  
k. ( ) Grade 11  
l. ( ) Grade 12  
m. ( ) Grade 13 |
| VI. Most common modal age(s) at which students take the examination | a. ( ) 10 years old  
b. ( ) 11 years old  
c. ( ) 12 years old  
d. ( ) 13 years old  
e. ( ) 14 years old  
f. ( ) 15 years old  
g. ( ) 16 years old  
h. ( ) 17 years old  
i. ( ) 18 years old  
j. ( ) 19 years old  
k. ( ) 20 years old |
### VII. Format of the examination (check all that apply)

- ( ) Paper and pencil  
- ( ) Oral  
- ( ) Portfolio  
- ( ) Performance assessment  
- ( ) Computer-based  
- ( ) Computer-adaptive test  
- ( ) Other, please specify: _______________________________________

### VIII. Format(s) of the examination questions (check all that apply)

- ( ) Multiple-choice  
- ( ) Supply/open-ended  
- ( ) Essays  
- ( ) Oral or performance assessment  
- ( ) Other, please specify: _______________________________________

### IX. Additional comments
Examination 1C:

<table>
<thead>
<tr>
<th>I. Name of the examination</th>
<th></th>
</tr>
</thead>
</table>
| II. Main purpose(s) of the examination (check all that apply) | a. ( ) Student certification for grade or school cycle completion  
b. ( ) Student selection to secondary school  
c. ( ) Student selection or promotion for grades/courses/tracks in secondary school  
d. ( ) Student selection to university or other higher-education institution  
e. ( ) Monitoring education quality levels  
f. ( ) Planning education policy reforms  
g. ( ) Designing individualized instructional plan  
h. ( ) School or educator accountability  
i. ( ) Promoting competition among schools  
j. ( ) Other, please specify: ______________________________________ |
| III. First year the examination was administered |   |
| IV. Subject(s) or area(s) covered by the examination |   |
| V. Grade level(s) at which students take the examination | a. ( ) Grade 1  
b. ( ) Grade 2  
c. ( ) Grade 3  
d. ( ) Grade 4  
e. ( ) Grade 5  
f. ( ) Grade 6  
g. ( ) Grade 7  
h. ( ) Grade 8  
i. ( ) Grade 9  
j. ( ) Grade 10  
k. ( ) Grade 11  
l. ( ) Grade 12  
m. ( ) Grade 13  |
| VI. Most common modal age(s) at which students take the examination | a. ( ) 10 years old  
b. ( ) 11 years old  
c. ( ) 12 years old  
d. ( ) 13 years old  
e. ( ) 14 years old  
f. ( ) 15 years old  
g. ( ) 16 years old  
h. ( ) 17 years old  
i. ( ) 18 years old  
j. ( ) 19 years old  
k. ( ) 20 years old  |
Examination 1C (continued):

| VII. Format of the examination (check all that apply) | a. (   ) Paper and pencil  
b. (   ) Oral  
c. (   ) Portfolio  
d. (   ) Performance assessment  
e. (   ) Computer-based  
f. (   ) Computer-adaptive test  
g. (   ) Other, please specify: ______________________________________ |
|-------------------------------------------------|-------------------------------------------------------------------------|
| VIII. Format(s) of the examination questions (check all that apply) | a. (   ) Multiple-choice  
b. (   ) Supply/open-ended  
c. (   ) Essays  
d. (   ) Oral or performance assessment  
e. (   ) Other, please specify: ______________________________________ |
| IX. Additional comments |  |

2. Please indicate the table that you completed for the main university entrance examination (or if you did not complete a table for a main university entrance examination, please indicate the table with the major examination for graduation from high school or secondary school) for which you will be answering the remaining questions.

   a. (   ) Table 1A  
   b. (   ) Table 1B  
   c. (   ) Table 1C  

*Please answer all remaining questions with respect to this examination.*

Comments:

3. Is there a policy document that authorizes the examination?

   a. (   ) Yes, there is a formal policy document  
   b. (   ) Yes, there is an informal or draft policy document  
   c. (   ) No--> Go to question 7  

Comments:
4. Please provide the following information on the policy document that authorizes the examination:

Official document citation:_______________________________________________________________
Authorizing body:______________________________________________________________________
Year of authorization:_____

Comments:

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


5. Is the policy document identified in question 4 available to and easily accessible by the public?

a. (   ) Yes
b. (   ) No

Comments:


6. What does the content of the policy document authorizing the examination include? Check all that apply.

a. (   ) It outlines governance, distribution of power, responsibilities among key entities
b. (   ) It describes the purpose of the examination
c. (   ) It describes authorized uses of results
d. (   ) It states funding sources
e. (   ) It outlines procedures to investigate and address security breaches, cheating, or other forms of inappropriate behavior
f. (   ) It outlines procedures for special/disadvantaged students
g. (   ) It specifies who can sit for the examination
h. (   ) It identifies rules about preparation
i. (   ) It explains alignment with curricula and standards
j. (   ) It explains the format of the examination questions
k. (   ) Other, please specify: ____________________________________________________________

Comments:
7. Where does key leadership to guide the development of the examination questions come from? 
Check all that apply.

a. ( ) A person or team in the examination office 

b. ( ) A person or team from the group in charge of national large scale assessment 

c. ( ) A person or team in a university 

d. ( ) A person or team from the government Please specify: 

e. ( ) A non-government person or team Please specify: 

f. ( ) Other, please specify: 

Comments: 

8. Based on publicly available evidence, how much do the following stakeholder groups support or oppose the examination program? For each stakeholder, mark Strongly Support, Support, Neutral, Oppose, Strongly Oppose, or Unable to Tell. 

a. ( ) Policymakers ........................................................................ [SS – S – N – O – SO-Unable to Tell] 

b. ( ) Teacher Unions ..................................................................... [SS – S – N – O – SO-Unable to Tell] 

c. ( ) Educators ................................................................................[SS – S – N – O – SO-Unable to Tell] 

d. ( ) Students .................................................................................. [SS – S – N – O – SO-Unable to Tell] 

e. ( ) Parents ...................................................................................... [SS – S – N – O – SO-Unable to Tell] 

f. ( ) Media ........................................................................................ [SS – S – N – O – SO-Unable to Tell] 

g. ( ) Think-tanks, NGOs or equivalent ............................................ [SS – S – N – O – SO-Unable to Tell] 

h. ( ) Universities ............................................................................... [SS – S – N – O – SO-Unable to Tell] 

i. ( ) Employers ................................................................................ [SS – S – N – O – SO-Unable to Tell] 

j. ( ) Other, please specify: 

Comments (please specify if the actions of stakeholder subgroups differ): 

9. Have there been attempts to improve the examination by any of the stakeholder groups listed in question 8? 

a. ( ) Yes, coordinated efforts have been made by stakeholder groups 

b. ( ) Yes, independent efforts by different stakeholder groups have been made 

c. ( ) No 

d. ( ) Other, please specify: 

Comments:
10. Are efforts to improve the examination generally welcomed by the leadership in charge of the examination?
   a. ( ) Yes
   b. ( ) No
   Comments:

11. Is there funding allocated for the examination?
   a. ( ) Yes, there is regular funding allocated by the government
   b. ( ) Yes, there is regular funding allocated by non-government sources
   c. ( ) Yes, there is irregular funding allocated by the government
   d. ( ) Yes, there is irregular funding allocated by non-government sources
   e. ( ) Yes, there is funding from student fees
   f. ( ) Other, please specify: __________________________________________________________
   g. ( ) No → Go to question 13
   Comment:

12. What activities are covered by the funding allocated for the examination (include both in-house and outsourced activities)? Check all that apply.
   a. ( ) Examination design
   b. ( ) Examination administration
   c. ( ) Data analysis
   d. ( ) Data reporting
   e. ( ) Long- or medium-term planning of program milestones
   f. ( ) Research and development
   g. ( ) Staff training
   h. ( ) Activities not related to examination
   Please specify:
   i. ( ) Other, please specify: __________________________________________________________
   Comments:
13. What type of agency or institution or unit has primary responsibility for running the examination? Check all that apply.

a. (   ) Office or branch within the Ministry of Education
b. (   ) Semi-autonomous institute or examination council or agency, or quasi-government agency
c. (   ) University or university consortium or council
d. (   ) Private board
e. (   ) International consortium or board
f. (   ) Other, please specify: _________________________________________________________________

Comments: Please specify the name of the agency or institution or unit.

_____________________________________________________________________________________

14. Since what year has the agency or institution or unit identified in question 13 had primary responsibility for running the examination?

In charge since (year): __________________________

Comments:

_____________________________________________________________________________________

15. Is the agency or institution or unit identified in question 13 accountable to an external body?

a. (   ) Yes
   Please specify the name of the external body to which the agency or institution or unit identified in question 13 is accountable:______________________________________________________________

b. (   ) No

Comments:

_____________________________________________________________________________________
16. Are the examination results officially recognized by broader certification or selection systems? Check all that apply.

a. ( ) No
b. ( ) Yes, the examination results are officially recognized by certification and selection systems in the country
c. ( ) Yes, the examination results are officially recognized by only one certification and selection system abroad
d. ( ) Yes, the examination results are officially recognized by more than one certification and selection system abroad

Comments:

17. To what extent does the agency or institution or unit identified in question 13 have the following? For each statement, indicate Strongly Agree, Agree, Disagree, Strongly Disagree, or Unable to Tell.

a. ( ) Computers for all technical staff ................................................................................................................. [SA – A – D – SD-Unable to Tell]
b. ( ) Secure building........................................................................................................................................... [SA – A – D – SD-Unable to Tell]
c. ( ) Secure storage facilities ............................................................................................................................... [SA – A – D – SD-Unable to Tell]
d. ( ) Access to adequate computer servers ...................................................................................................... [SA – A – D – SD-Unable to Tell]
e. ( ) Ability to backup data ..................................................................................................................................... [SA – A – D – SD-Unable to Tell]
f. ( ) Adequate communication tools [phone, email, internet] ......................................................... [SA – A – D – SD-Unable to Tell]

Comments:

18. Which best describes the availability of human resources for running the examination (including in-house or outsourced)?

a. ( ) There is an adequate number of permanent or full-time staff
b. ( ) There is permanent or full-time staff, but it is insufficient to meet needs of the examination
c. ( ) There is mainly temporary or part-time staff
d. ( ) There is no staff allocated to running the examination
e. ( ) Other, please specify:.................................................................................................................................

Comments:
19. What issues have been identified with the performance of the human resources that are responsible for the examination? Check all that apply.

a. (   ) Delays in administering the examination due to issues with the design of the examination questions
b. (   ) Poor training of test administrators or about unclear instructions and guidelines in administering the examination
c. (   ) Errors in scoring that have led to delays in results being reported
d. (   ) Weaknesses in test design
e. (   ) Omission of curricular topics
f. (   ) Frequent errors in the examination questions
g. (   ) Frequent errors in data processing
h. (   ) Other, please specify:__________________________________________________
i. (   ) None

Comments:

20. Which of the following opportunities are available in the country on an annual basis? Check all that apply.

a. (   ) University graduate programs (masters or doctorate level) specifically focused on educational measurement and evaluation
b. (   ) University courses (graduate and non-graduate) on educational measurement and evaluation
c. (   ) Non-university training courses or workshops on educational measurement and evaluation
d. (   ) Funding for attending international programs, courses, or workshops on educational measurement and evaluation
e. (   ) Internships in the examination office

Comments:

21. What does the examination measure? Check all that apply.

a. (   ) The national school curriculum guidelines or standards
b. (   ) Internationally recognized curriculum guidelines or standards
   Please specify:_________________________________________________________________
c. (   ) It is not clear what the examination measures
d. (   ) Other, please specify:__________________________________________________

Comments:
22. Is what is measured by the examination largely accepted by stakeholders?

a. ( ) Yes
b. ( ) Some stakeholder groups question what the examination measures
c. ( ) No
d. ( ) Other:_________

Comments:

23. Do all students have access to the materials needed to prepare for the examination?

a. ( ) Definitely yes. The material is widely accessible by all students (over 90%) in a variety of learning contexts (e.g., covered in public school, available for home schooling, available on line)
b. ( ) Yes. The material is accessible by most students (50% to 90% of students), but certain student subgroups may have greater access than others (e.g., due to language issues, location)
c. ( ) The material is accessible only by some students (10% to 50% of students) who meet certain criteria (e.g., who have the ability to pay for supplemental study material who are enrolled in special schools)
d. ( ) No, the material is only accessible by a small number (less than 10%) of students

Comments:

24. What material on the examination is publically available? Check all that apply.

a. ( ) Examples of the types of questions that are on the examination
b. ( ) Information on how to prepare for the examination
c. ( ) The framework document explaining what is measured on the examination
d. ( ) Report on the strengths and weaknesses in student performance
e. ( ) Other, please specify:__________________________________________________________

Comments:
25. How would you characterize the quality of workshops or courses on the examinations available to teachers? Check all that apply.

a. (   ) There are compulsory courses or workshops that are regularly updated
b. (   ) There are compulsory courses or workshops that are not regularly updated
c. (   ) There are voluntary courses or workshops that are regularly updated
d. (   ) There are voluntary courses or workshops that are not regularly updated
e. (   ) Other, please specify: ___________________________________________________________
f. (   ) There are no courses or workshops

Comments:

26. What examination-related tasks are mainly performed by teachers? Check all that apply.

a. (   ) Selecting or creating examination questions
b. (   ) Selecting or creating examination scoring guides
c. (   ) Administering the examination
d. (   ) Scoring the examination
e. (   ) Acting as a judge (i.e., in orals)
f. (   ) Supervising examination procedures
g. (   ) Resolving inconsistencies between examination scores and school grades (i.e., moderation)
h. (   ) Other, please specify: ___________________________________________________________
i. (   ) None

Comments:

27. Which best describes the technical documentation supporting the examination?

a. (   ) There is a comprehensive, high quality technical report available to the general public
b. (   ) There is a comprehensive technical report but with restricted circulation
c. (   ) There is some documentation about the technical aspects of the examination, but it is not in a formal report format
d. (   ) There is no technical report or other documentation

*If available, please submit the technical documentation supporting your answer selection.*

Comments:
28. What systematic mechanisms are in place to ensure the quality of the examination? Check all that apply.

a. ( ) Internal review or observers
b. ( ) External review or observers
c. ( ) External certification or audit
d. ( ) Pilot or field testing
e. ( ) Translation verification
f. ( ) Other, please specify: ______________________________________________________

g. ( ) None

Comments:

29. Which of the following inappropriate behaviors that diminish the credibility of the examination typically occur during the examination process? Check all that apply.

a. ( ) Leakage of the content of an examination paper or part of a paper prior to the examination
b. ( ) Impersonation when an individual other than the registered candidate takes the examination
c. ( ) Copying from other candidates
d. ( ) Using unauthorized materials such as prepared answers and notes
e. ( ) Collusion among candidates via mobile phones, passing of paper, or equivalent
f. ( ) Intimidation of examination supervisors, markers or officials
g. ( ) Issuing forged certificates or altering results information
h. ( ) Provision of external assistance via the supervisor, mobile phone etc.
i. ( ) Other, please specify: ______________________________________________________
j. ( ) None

Comments: For each selection, please indicate what mechanisms have been put in place to address the inappropriate behavior.

30. How credible are the examination results?

a. ( ) The results are perceived as credible by all stakeholder groups
b. ( ) The results are perceived as credible by some stakeholder groups
c. ( ) The results lack credibility for all stakeholder groups

Comments: Please provide an explanation for your selection. Please comment if subgroups of stakeholder groups have different views.
31. May all students take the examination, regardless of background (e.g., gender, ethnic group), location (e.g., urban, rural), ability to pay (e.g., transportation, fees) or the like?
   a. (   ) Yes → Go to question 33
   b. (   ) No
   Comments:

32. Which best describes the existing barriers to take the examination?
   a. (   ) There are some small groups of students (less than 10%) that may not take the examination because of language, gender, socioeconomic status, cost, or the like
   b. (   ) There is a significant proportion of the students (between 10% and 50%) that may not take the examination because of language, gender, socioeconomic status, cost, or the like
   c. (   ) The examination is not an option for the majority of the population (over 50%) due to language, gender, socioeconomic status, cost, or the like
   Comments:

33. Is there systematic evidence of improper use of examination results by any of the stakeholder groups? For each stakeholder selected, please specify the improper use.
   a. (   ) Policy makers
      Please specify: __________________________________________
   b. (   ) Teacher unions
      Please specify: __________________________________________
   c. (   ) Educators
      Please specify: __________________________________________
   d. (   ) Students
      Please specify: __________________________________________
   e. (   ) Parents
      Please specify: __________________________________________
   f. (   ) Media
      Please specify: __________________________________________
   g. (   ) Think-tanks, NGOs or equivalent
      Please specify: __________________________________________
   h. (   ) Universities
      Please specify: __________________________________________
   i. (   ) Employers:
      Please specify: __________________________________________
   Comments:
34. Are student results confidential?

a. (   ) Yes, only the student and persons with a legitimate, professional interest in the test taker (e.g., his or her educators, parents, authorized potential employers) can know the results
b. (   ) No, student names and results are public
c. (   ) Other, please specify:__________________________________________________________________

Comments:

_________________________________________________________________________________________

35. What are the options for students who do not perform well on the examination?  
Check all that apply.

a. (   ) Students may retake the examination
b. (   ) Students may attend remedial or preparatory courses in order to prepare to retake the examination
c. (   ) Students may opt for less selective schools/universities/tracks
d. (   ) Students can repeat the grade
e. (   ) Students must leave the education system
f. (   ) Other, please specify: _______________________________________________________________

Comments:

_________________________________________________________________________________________

36. What mechanisms are in place to monitor the consequences of the examination?  
Check all that apply.

a. (   ) Funding for independent research on the impact of the examination
b. (   ) A permanent oversight committee
c. (   ) Studies (e.g., predictive validity) that are updated regularly
d. (   ) Regular focus groups or surveys of key stakeholders
e. (   ) Expert review groups
f. (   ) Other, please specify: ____________________
  _______________________________________________
g. (   ) None

Comments:
THANK YOU FOR YOUR RESPONSES

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

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