SESSION 3
Using SABER-Student Assessment to Benchmark Assessment Systems

Student Assessment Workshop
HD Week

Washington, DC
February 6-7, 2013
Session objectives

Ensure that participants:

• Are familiar with the instruments and procedures used by the SABER-Student Assessment toolkit

• Understand the utility of the benchmarking exercise
What is SABER?

SABER: Systems Approach for Better Education Results

SABER is an initiative that helps countries systematically examine and strengthen the performance of their education systems to achieve learning for all. The World Bank is working with partners around the world to develop diagnostic tools that benchmark education policies according to evidence-based global standards and best practice. By leveraging global knowledge, SABER fills a gap in the availability of policy data, information and knowledge on what matters most to improve the quality of education.

Click here to learn more about the SABER initiative.

Instructions: 1) Click "Play" 2) Mouseover "More" 3) click "Autoplay"
What is SABER-Student Assessment?

SABER Overview

by World Bank Education

Prezi

Instructions: 1) Click "Play" 2) Mouseover "More" 3) click "Autoplay"

The Big Picture

SABER Overview

by World Bank Education

Start Prezi

Prezi
Framework

1. Indicators
2. Development Levels

Classroom assessment
Examinations
Large-scale assessment

Enabling context
System alignment
Assessment quality

EDUCATION STAFF DEVELOPMENT PROGRAM
How can SABER - Student Assessment be used by countries to improve assessment policies and systems?

1. Collect data
2. Evaluate against benchmarks
3. Summarize, report findings
4. Plan for improvement
(i) Collect data

- TTL identifies the country that would like to conduct an evaluation of its assessment system
- The TTL determines a funding source
- The TTL identifies a suitable local consultant
Suitable consultant qualifications include:

• Be very knowledgeable about the student assessment system and related initiatives in the country
• Have access to key informants on the country’s student assessment system
• Be available for the number of days of work over a time span of approximately two weeks
• Be fluent in the main spoken and written language(s) of the country as well as English
• Have strong user skills in Word, Excel and Adobe Acrobat, and regular, reliable access to the Internet
(i) Collect data

- The TTL adapts the TORs
- TTL hires the consultant and informs the SABER-Student Assessment team
- The TTL organizes a meeting with the consultant and the SABER-Student Assessment team.
(i) Collect data

- The consultant completes one questionnaire
(i) Collect data

Survey of Student Assessment Systems
National Large-Scale Assessment

Please answer all remaining questions with respect to the assessment indicated in question 4.

5. Does the country/system have a policy that authorizes the large-scale assessment program?
   a. ( ) Yes, a formal policy
   b. ( ) Yes, informal or draft policy
   c. ( ) No → Go to question 6
   Comments:

6. Please provide the following information on the policy that authorizes the large-scale assessment program:
   a. [Name of country or education system]
   b. [Date of data collection]
   Comments:

7. Is the policy identified in question 6 available to the public?
   a. ( ) Yes
   b. ( ) No
   Comments:

8. Does the national/system's government have a large-scale assessment plan for the coming years or future assessment rounds?
   a. ( ) Yes
   b. ( ) No → Go to question 30
   Comments:

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

Comments:
(i) Collect data

• The consultant sends the completed questionnaire and the supporting documentation to the TTL and the SABER-Student Assessment team for quality review

• Quality review is performed for each questionnaire

• The consultant sends the TTL and the SABER-Student Assessment team the final version of all four questionnaires with the supporting documentation
(ii) Evaluate against benchmarks

• The SABER-Student Assessment team applies the answers from the four questionnaires to the rubrics to determine the development level of the four assessment types
## (ii) Evaluate against benchmarks

### ENABLING CONTEXT

*Overall framework of policies, leadership, organizational structures, fiscal and human resources in which NLSA activity takes place in a country or system and the extent to which that framework is conducive to, or supportive of, the NLSA activity.*

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#### ENABLING CONTEXT 1:

*Setting clear policies for NLSA*

- **No NLSA exercise has taken place.**
- **The NLSA has been operating on an irregular basis.**
- **The NLSA is a stable program that has been operating regularly.**
- **This option does not apply to this dimension.**

- **There is no policy document pertaining to NLSA.**
- **There is an informal or draft policy document that authorizes the NLSA.**
- **There is a formal policy document that authorizes the NLSA.**
- **This option does not apply to this dimension.**

- **This option does not apply to this dimension.**
- **The policy document is not available to the public.**
- **The policy document is available to the public.**
- **This option does not apply to this dimension.**

- **There is no plan for NLSA activity.**
- **This option does not apply to this dimension.**
- **There is a general understanding that the NLSA will take place.**
- **There is a written NLSA plan for the coming years.**

#### ENABLING CONTEXT 2:

*Having strong public engagement for NLSA*

- **All stakeholder groups strongly oppose the NLSA or are indifferent to it.**
- **Some stakeholder groups oppose the NLSA.**
- **Most stakeholders groups support the NLSA.**
- **All stakeholder groups support the NLSA.**
(iii) Summarize, report findings

• The SABER-Student Assessment team prepares a country report and shares it with the TTL and the consultant for their review and feedback.
(iii) Summarize, report findings

The Former Yugoslav Republic of Macedonia

STUDENT ASSESSMENT

Key Policy Areas for Student Assessment

1. Classroom Assessment
   In FYR Macedonia, several formal, system-level documents that provide guidelines for classroom assessment. While there are some system-wide resources and materials available to teachers for carrying out classroom assessment activities, there are limited opportunities available to them for learning about, or developing, more effective classroom assessment practices. In general, classroom assessment practices are considered to be weak, and there are limited systematic mechanisms to monitor their quality.

2. Examinations
   The State Matriculation has been administered every year since 2008 to grade 12 students. Results of the State Matriculation are used for certifying grade completion, determining admission to universities and other higher education institutions, monitoring education quality levels, and planning education policy reforms. Funding for the State Matriculation is provided by the government to the National Examination Centre. Currently, there are no up-to-date courses or workshops on the State Matriculation available to teachers.

3. National Large-Scale Assessment (NLSA)
   The External Assessment of Students’ Achievement in Primary and Secondary Education (“External Assessment”) was piloted in different grades and subjects in 2010 and 2011. The official purpose of the External Assessment is to evaluate the objectivity of teachers’ grading. It is intended that students’ results on the External Assessment would be reported in a Diploma Supplement, which would be used as additional criteria for determining selection to the next education cycle.

4. International Large-Scale Assessment (ILSA)
   FYR Macedonia has participated in a number of ILSA exercises, including PIRLS (2001, 2006), TIMSS (1999, 2003, 2011), and PISA in 2000 and PISA Plus in 2001. However, there is no policy document that addresses the country’s participation in international assessments. Most of the funding for FYR Macedonia’s participation in ILSA exercises has been provided by donors, including the World Bank. Opportunities to learn about ILSA are available only to individuals working directly on a specific ILSA exercise.

Systems Approach for Better Education Results

THE WORLD BANK
(iii) Summarize, report findings

- The SABER-Student Assessment team incorporates the feedback from the consultant and the TTL and sends the country report to the TTL for final approval.
- Country team and the TTL approve the country report.
- Country reports are sent to the Education Sector Board.
(iv) Plan for improvement

- Once the SABER-Student Assessment country report is finalized, countries decide how they wish to act on the results and recommendations outlined in their country report.
(iv) Plan for improvement

- Latent
- Emerging
- Established
- Advanced

- Government interested
- Government not interested

Priority
SABER-Student Assessment participating countries

- Serbia
- Kosovo
- FYR Macedonia
- Armenia
- Tajikistan
- Kazakhstan
- Kyrgyz Republic
- Mongolia
- Vietnam
- Angola
- Zambia
- Mozambique
- Ethiopia
- FYR Macedonia
- Middle East
- South Asia
- East Asia

- Regional comparison
- Individual country exercise