SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS (SABER)

SABER-Student Assessment
Data evaluation instrument

June 2015

Classroom Assessment Rubrics

WORLD BANK GROUP

Indicator	LATENT Absence of, or deviation from, the attribute	EMERGING On way to meeting minimum standard	ESTABLISHED Acceptable minimum standard	ADVANCED Best practice
Curriculum/Standards	There was no official document at the system level that outlined what students were expected to learn.	There was an official document at the system level, but it provided limited and insufficient information on what students were expected to learn.	There was an official document at the system level that provided sufficient, but not extensive information on what students were expected to learn.	There was an official document at the system level that provided extensive and comprehensive information on what students were expected to learn.
Policy Document	There was no document at the system level that provided guidelines for classroom assessment.	There was a document at the system level that provided guidelines for classroom assessment, but it was either unofficial, not publically available, or provided limited guidance.	There was an official and publically available document at the system level that provided sufficient, but not extensive guidelines for classroom assessment.	There was an official and publically available document at the system level that provided extensive and comprehensive guidelines for classroom assessment.
Resources	There were no resources available to teachers in the system for their use in classroom assessment activities.	There were resources available to teachers in the system for their use in classroom assessment activities, but these resources were not of high quality and were limited in number or availability.	There were sufficient high-quality resources available to all or almost all teachers in the system for their use in classroom assessment activities.	There was an extensive number of high-quality resources available to all or almost all teachers in the system for their use in classroom assessment activities.

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Indicator	LATENT Absence of, or deviation from, the attribute	EMERGING On way to meeting minimum standard	ESTABLISHED Acceptable minimum standard	ADVANCED Best practice
Teacher Development	There were no formal mechanisms at the system level that supported the development of teachers' competencies in classroom assessment.	There was a minimum number of formal mechanisms at the system level that supported the development of teachers' competencies in classroom assessment, or else the available formal mechanisms were not of high quality or were limited in their availability.	There were sufficient formal mechanisms of high quality at the system level that supported the development of teachers' competencies in classroom assessment.	There was an extensive number of high-quality, formal mechanisms at the system level that supported the development of teachers' competencies in classroom assessment.
Quality Monitoring	There were no formal mechanisms at the system level to monitor the quality of classroom assessment practices.	There was a minimum number of formal mechanisms at the system level to monitor the quality of classroom assessment practices.	There were sufficient formal mechanisms at the system level to monitor the quality of classroom assessment practices, including inspection/supervision.	There were extensive formal mechanisms at the system level to monitor the quality of classroom assessment practices, including inspection/supervision.
Report to Stakeholders	Schools were not required to report individual student performance on classroom assessments to any stakeholders.	Schools had minimum requirements to report individual student performance on classroom assessments.	Schools were required to report individual student performance on classroom assessments to the student and their parents.	Schools were required to report individual student performance on classroom assessments to a variety of relevant stakeholders.

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Indicator	LATENT Absence of, or deviation from, the attribute	EMERGING On way to meeting minimum standard	ESTABLISHED Acceptable minimum standard	ADVANCED Best practice
Report Content	Schools were not required to report individual student performance on classroom assessments in particular subject areas.	Schools were required to report individual student performance on classroom assessments in one or two subject areas.	Schools were required to report individual student performance on classroom assessments in more than two subject areas.	This option does not apply to this indicator.
Report Format	There were no requirements for schools to use specific formats for reporting individual student performance on classroom assessments.	There were requirements for schools to use specific formats for reporting individual student performance on classroom assessments to the students and their parents, but the formats specified did not include written reports and teacher/school meetings.	There were requirements for schools to use specific formats for reporting individual student performance on classroom assessments to the students and their parents, including written reports and teacher/school meetings. There also were requirements for schools to report this information to the school district, Ministry of Education, or equivalent although the format for reporting to these entities was not specified.	There were requirements for schools to use specific formats for reporting individual student performance on classroom assessments to students, parents, and the school district, Ministry of Education, or equivalent. These included written reports and (in the case of students and parents) teacher/school meetings.
Required Uses	There were no system-level requirements for teachers to use classroom assessment information.	Teachers were required to use classroom assessment information, albeit in a minimal number of ways.	Teachers were required to use classroom assessment information in a sufficient number of ways.	Teachers were required to use classroom assessment information in extensive ways.

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Indicator	LATENT Absence of, or deviation from, the attribute	EMERGING On way to meeting minimum standard	ESTABLISHED Acceptable minimum standard	ADVANCED Best practice
Selection and Certification	At the secondary level, classroom assessment information was not required as an input for certification decisions or for selection to the next level of the education system.	This option does not apply to this indicator.	At the secondary level, classroom assessment information was required to be used as an input for certification decisions or for selection to the next level of the education system.	This option does not apply to this indicator.
Positive Uses	Classroom assessment information was used in positive ways by a marginal number of teachers.	Classroom assessment information was used in positive ways by some teachers.	Classroom assessment information was used in positive ways by most teachers.	Classroom assessment information was used in positive ways by all or almost all teachers.
Poor Practices	All or almost all teachers engaged in poor classroom assessment practices.	Many teachers engaged in poor classroom assessment practices.	Only some teachers engaged in poor classroom assessment practices.	A marginal number of teachers or no teachers engaged in poor classroom assessment practices.