SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS (SABER)

SABER-Student Assessment
Data evaluation instrument

June 2015

Examination 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
Program Stability	No examination program existed at the system level.	An examination program existed at the system level, but it was not sufficiently stable.	A stable examination program had been in place for several years.	A stable examination program had been in place for 10 years or more.
Clarity of Purpose	There were no policy-mandated purposes of the examination.	The examination had clear policy-mandated purposes, but these did not include student certification or selection.	The examination had clear policy-mandated purposes that included student certification, selection, or both.	This option does not apply to this indicator.
Policy Document	No policy document authorized the examination program.	An informal/draft policy document authorized the examination program.	A formal/official policy document authorized the examination program, but the document was not available to the general public.	A formal/official policy document authorized the examination program and was available to the general public.
Program Guidelines	No official document provided guidelines for the examination program.	An official document provided guidelines for the examination program, but it was missing some key guidelines.	An official document provided key guidelines for the examination program.	This option does not apply to this indicator.
Stability of Organization	There was no unit with primary responsibility for running the examination program.	There was a unit(s) with primary responsibility for running the examination program, but the unit(s) was temporary or had been in place for less than 5 years.	There was a permanent unit(s) with primary responsibility for running the examination program that had been in place for 5 or more years.	This option does not apply to this indicator.

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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
Accountability of Organization	There was no unit with primary responsibility for running the examination program, or else the unit responsible was not accountable to a clearly recognized body.	The unit(s) with primary responsibility for running the examination program was accountable to a clearly recognized body within the examination unit.	The unit(s) with primary responsibility for running the examination program was accountable to a clearly recognized body within the same institution as the examination unit.	The unit(s) with primary responsibility for running the examination program was accountable to a clearly recognized external body.
Organization Resources	The examination unit did not have the appropriate resources.	The examination unit had some of the appropriate resources.	The examination unit had most of the appropriate resources.	The examination unit had all of the appropriate resources.
Qualifications of Staff	There were no individuals responsible for completing key examination activities.	Some of the individuals responsible for completing key examination activities had the relevant qualifications.	Most of the individuals responsible for completing key examination activities had the relevant qualifications.	All or almost all of the individuals responsible for completing key examination activities had the relevant qualifications.
Effectiveness of Staff	There were no individuals responsible for completing key examination activities.	The responsible individuals completed key examination activities, but there were significant issues in how these activities were completed.	The responsible individuals completed key examination activities, with only some issues in how these activities were completed.	The responsible individuals completed key examination activities and there were no issues in how these activities were completed.
Source of Funding	There was no funding available for examination activities.	The source of funding for the majority of examination activities was loans, credits, grants or equivalent.	The source of funding for the majority of examination activities was the government's internal funding sources or student fees.	This option does not apply to this indicator.

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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
Activities Funded	There was no funding available for examination activities.	Funding was not sufficient to cover all core examination activities.	Funding was sufficient to cover all core examination activities.	This option does not apply to this indicator.
Staff/Teacher Opportunity to Learn	There were no opportunities to learn about the examination.	Opportunities to learn about the examination were minimal, or not of high quality, or did not benefit all key stakeholder groups.	There were sufficient high-quality opportunities to learn about the examination that were available to key stakeholder groups.	Opportunities to learn about the examination were extensive, of high quality, and benefited key stakeholder groups.
Teacher Participation	Teachers did not perform examination-related tasks.	Teachers performed a minimal number of examination-related tasks.	Teachers performed a sufficient number of examination-related tasks.	Teachers performed an extensive number of examination-related tasks.
Measuring What is Intended	It was not clear what the examination was intended to measure.	There was weak alignment between the examination and what it was meant to measure, or there was no regular review process in place to verify that alignment existed.	The examination measured official learning standards or curriculum, and officially-mandated reviews to verify this alignment took place during most examination rounds.	The examination measured official learning standards or curriculum, and officially-mandated reviews to verify this alignment took place during all or almost all examination rounds.
Alignment with Other Assessments	The examination was poorly aligned with other types of assessment activities in the system.	The examination was somewhat aligned with other types of assessment activities in the system.	The examination was very aligned with other types of assessment activities in the system.	This option does not apply to this indicator.

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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
Availability of Preparation Materials	There were no materials available to students to prepare for the examination.	Materials to prepare for the examination were available to some or a marginal number of students.	Materials to prepare for the examination were available to most students.	Materials to prepare for the examination were available to all or almost all students.
Quality of Preparation Materials	There were no materials available to students to prepare for the examination.	Minimal material was available to students to prepare for the examination, or the material available was not of high quality.	Sufficient and high-quality material was available to students to prepare for the examination.	Extensive and high-quality material was available to students to prepare for the examination.
Reasons for Not Taking the Examination	All or almost all individuals could not take the examination due to one or more non-examination-relevant reason(s).	Most or some individuals could not take the examination due to one or more non-examination-relevant reason(s).	There were no non-examination-relevant reasons that prevented individuals from taking the examination.	This option does not apply to this indicator.
Quality Assurance	No formal procedures were in place to ensure the quality of the examination.	Formal procedures to ensure the quality of the examination were minimal in nature or not required.	Formal procedures to ensure the quality of the examination were sufficient in nature and required.	Formal procedures to ensure the quality of the examination were extensive in nature and required.
Standardization	The examination was not standardized at the system level.	The examination was partially standardized at the system level, or minimal or no procedures were in place to ensure standardization.	The examination was fully standardized at the system level, and sufficient procedures were in place to ensure standardization.	The examination was fully standardized at the system level, and extensive procedures were in place to ensure standardization.

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Quality Processes	Many errors or delays in activities took place that affected the examination to a great extent.	Errors or delays in activities affected the examination to a significant level.	Any errors or delays in activities had only a minimal effect on the examination.	Errors or delays in activities did not affect the examination.
Inappropriate Behavior	Inappropriate behavior compromised the credibility of the examination to a great extent.	Inappropriate behavior took place and compromised the credibility of the examination somewhat.	Inappropriate behavior was low and did not compromise the credibility of the examination.	Inappropriate behavior, if any, was marginal, and did not compromise the credibility of the examination.
Credibility of Results	The results of the examination were perceived as credible by very few stakeholder groups.	The results of the examination were perceived as credible by some stakeholder groups.	The results of the examination were perceived as credible by most stakeholder groups.	The results of the examination were perceived as credible by all or almost all stakeholder groups.
Confidentiality of Results	There was no official policy to keep student results confidential, and student results were not kept confidential in practice.	Confidentiality of student results was partially accomplished.	There was an official policy to keep student results confidential, and student results were kept confidential in practice.	This option does not apply to this indicator.
Official Recognition of Results	Examination results were not officially recognized by educational institutions or employers in other countries.	This option does not apply to this indicator.	Examination results were officially recognized by educational institutions or employers in other countries.	This option does not apply to this indicator.

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Post-Examination Options for Students	No options were available to students after they had taken the examination.	Minimal options were available to students after they had taken the examination.	Sufficient options were available to students after they had taken the examination.	Extensive options were available to students after they had taken the examination.
Methods and Procedures Documentation	There was no documentation on the methods and procedures used during the examination.	There was minimal documentation on the methods and procedures used during the examination, or the documentation that existed was not public.	There was sufficient and public documentation on the methods and procedures used during the examination.	There was extensive and public documentation on the methods and procedures used during the examination.
Impact Monitoring	No mechanisms were in place to monitor the impact of the examination.	Minimal mechanisms were in place to monitor the consequences of the examination, or the mechanisms took place only some or a few examination rounds.	Sufficient mechanisms were in place to monitor the impact of the examination and the mechanisms took place all or almost all examination rounds.	Extensive mechanisms were in place to monitor the impact of the examination and the mechanisms took place all or almost all examination rounds.
Readiness to Start an Examination Program	The system was weakly prepared to start an examination program in the future.	The system was somewhat prepared to start an examination program in the future.	The system was well prepared to start an examination program in the future.	This option does not apply to this indicator.