Brunei Darussalam

STUDENT ASSESSMENT

Key Policy Areas for Student Assessment

Status

1. Classroom Assessment

Established

In Brunei, several formal, system-level documents provide guidelines for classroom assessment. In addition, there are system-level mechanisms to ensure that teachers develop the necessary skills and expertise in classroom assessment. These mechanisms include pre- and in-service teacher training programs and regular opportunities for teachers to participate in conferences and workshops. Teachers also gain experience through being involved in developing and scoring questions for large-scale assessments and examinations. Varied mechanisms are used to monitor and ensure the quality of classroom assessment. For example, at the secondary school level, a standardization process ensures that students are graded according to specified rubrics. Classroom assessment information is required to be disseminated to all key stakeholders, including school district and Ministry of Education officials, parents, and students.

2. Examinations

Established

The Brunei Cambridge General Certificate of Education (BC GCE) Examinations have been administered to students in years 12 and 13 since 1975. The purposes of these examinations, which cover more than 15 subject areas, include student certification for school cycle completion, student selection to higher education institutions, and the promotion of competition among schools. Funding for the examinations covers all core activities, including examination design, test administration, data analysis, and data reporting. Brunei offers some opportunities to prepare individuals to work on the examinations, such as funding to attend international programs or workshops on educational measurement and evaluation. However, there are no local courses or workshops that provide classroom teachers with up-to-date guidance and training on the examinations.

3. National Large-Scale Assessment (NLSA)

Emerging

Brunei carried out the National Study of Student Competencies in Mathematics and English (NSSCME) in 2008 (years 4, 6, and 8) and 2010 (year 10), with the goal of monitoring education quality at the system level; supporting schools and teachers; and informing policy design, evaluation, and decision making. While it was planned for the NSSCME to be conducted every two years, it has not been administered since 2010. There is no policy document authorizing the NSSCME and plans for future NSSCME rounds are conveyed through oral communications from Ministry of Education officers. The team in charge of the NSSCME includes assigned officers from the Ministry of Education who work on assessment activities on a temporary basis. Currently, there are no mechanisms in place to monitor the consequences of the NSSCME in terms of its impact on policy dialog, teaching, or learning.

4. International Large-Scale Assessment (ILSA)

Latent

Brunei has not yet participated in an ILSA. However, it does plan to participate in PISA 2018.

Systems Approach for Better Education Results

WORLD BANK GROUP

Introduction

Brunei Darussalam has focused on increasing student learning outcomes by improving the quality of education in the country. An effective student assessment system is an important component of improving education quality and learning outcomes as it provides the necessary information to meet stakeholders' decision-making needs. In order to gain a better understanding of the strengths and weaknesses of its existing assessment system, Brunei decided to benchmark this system using standardized tools developed under The World Bank's Systems Approach for Better Education Results (SABER) program. SABER is an evidence-based program to help countries systematically examine and strengthen the performance of different aspects of their education systems.

What is SABER-Student Assessment?

SABER-Student Assessment is a component of the SABER program that focuses specifically on benchmarking student assessment policies and systems. The goal of SABER-Student Assessment is to promote stronger assessment systems that contribute to improved education quality and learning for all.

National governments and international agencies are increasingly recognizing the key role that assessment of student learning plays in an effective education system. The importance of assessment is linked to its role in:

(i)   providing information on levels of student learning and achievement in the system;
(ii)   monitoring trends in education quality over time;
(iii)   supporting educators and students with real-time information to improve teaching and learning; and
(iv)   holding stakeholders accountable for results.

SABER-Student Assessment methodology

The SABER-Student Assessment framework is built on the available evidence base for what an effective assessment system looks like. The framework provides guidance on how countries can build more effective student assessment systems. The framework is structured around two main dimensions of assessment systems: the types/purposes of assessment activities and the quality of those activities.

Assessment types and purposes

Assessment systems tend to be comprised of three main types of assessment activities, each of which serves a different purpose and addresses different information needs. These three main types are: classroom assessment, examinations, and large-scale, system level assessments.

Classroom assessment provides real-time information to support ongoing teaching and learning in individual classrooms. Classroom assessments use a variety of formats, including observation, questioning, and paper-and-pencil tests, to evaluate student learning, generally on a daily basis.

Examinations provide a basis for selecting or certifying students as they move from one level of the education system to the next (or into the workforce). All eligible students are tested on an annual basis (or more often if the system allows for repeat testing). Examinations cover the main subject areas in the curriculum and usually involve essays and multiple-choice questions.

Large-scale, system-level assessments provide feedback on the overall performance of the education system in particular years or age levels. These assessments typically cover a few subjects on a regular basis (such as every 3 to 5 years), are often sample-based, and use multiple-choice and short-answer formats. They may be national or international in scope.

Appendix 1 summarizes the key features of these main types of assessment activities.

Quality drivers of an assessment system

The key considerations when evaluating a student assessment system are the individual and combined quality of assessment activities in terms of the adequacy of the information generated to support decision making. There are three main drivers of information quality in an assessment system: enabling context, system alignment, and assessment quality.

Enabling context refers to the broader context in which the assessment activity takes place and the extent to which that context is conducive to, or supportive of, the assessment. It covers issues such as the legislative or policy framework for assessment activities; institutional and organizational structures for designing, carrying out, or using results from the assessment; the availability of sufficient and stable sources of funding; and the presence of trained assessment staff.

System alignment refers to the extent to which the assessment is aligned with the rest of the education system. This includes the degree of congruence between assessment activities and system learning goals, standards, curriculum, and pre- and in-service teacher training.

Assessment quality refers to the psychometric quality of the instruments, processes, and procedures for the assessment activity. It covers issues such as design and implementation of assessment activities, analysis and interpretation of student responses to those activities, and the appropriateness of how assessment results are reported and used.

Crossing the quality drivers with the different assessment types/purposes provides the framework and broad indicator areas shown in Table 1. This framework is a starting point for identifying indicators that can be used to review assessment systems and plan for their improvement.

Table 1: Framework for building an effective assessment system, with indicator areas

Source: World Bank.

The indicators are identified based on a combination of criteria, including:

- professional standards for assessment;
- empirical research on the characteristics of effective assessment systems, including analysis of the characteristics that differentiate between the assessment systems of low- versus high-performing nations; and
- theory, that is, general consensus among experts that it contributes to effective assessment.

Levels of development

The World Bank has developed a set of standardized questionnaires and rubrics for collecting and evaluating data on the three assessment types and related quality drivers.

The questionnaires are used to collect data on the characteristics of the assessment system in a particular country. The information from the questionnaires is then applied to the rubrics in order to judge the development level of the country's assessment system in different areas.

The basic structure of the rubrics for evaluating data collected using the standardized questionnaires is summarized in Appendix 2. The goal of the rubrics is to provide a country with some sense of the development level of its assessment activities compared to best or recommended practice in each area. For each indicator, the rubric displays four development levels—*Latent*,

Emerging, *Established*, and *Advanced*. These levels are artificially constructed categories chosen to represent key stages on the underlying continuum for each indicator. Each level is accompanied by a description of what performance on the indicator looks like at that level.

- *Latent* is the lowest level of performance; it represents absence of, or deviation from, the desired attribute.
- *Emerging* is the next level; it represents partial presence of the attribute.
- *Established* represents the acceptable minimum standard.
- *Advanced* represents the ideal or current best practice.

A summary of the development levels for each assessment type is presented in Appendix 3.

In reality, assessment systems are likely to be at different levels of development in different areas. For example, a system may be *Established* in the area of examinations, but *Emerging* in the area of large-scale, system-level assessment, and vice versa. While intuition suggests that it is probably better to be further along in as many areas as possible, the evidence is unclear as to whether it is necessary to be functioning at *Advanced* levels in all areas. Therefore, one might view the *Established* level as a desirable minimum outcome to achieve in all areas, but only aspire beyond that in those areas that most contribute to the national vision or priorities for education. In line with these considerations, the ratings generated by the rubrics are not meant to be additive across assessment types (that is, they are not meant to be added to create an overall rating for an assessment system; they are only meant to produce an overall rating for each assessment type). The methodology for assigning development levels is summarized in Appendix 4.

Education in Brunei Darussalam

Brunei Darussalam is a high-income, sovereign state located in Southeast Asia. GDP per capita (current US$) is $41,126, with annual growth of about 2.2 percent. In the past 20 years, Brunei has experienced significant economic growth due to extensive petroleum and natural gas fields and is classified by the United Nations as having the second-highest Human Development Index among all Southeast Asia nations. Brunei has prioritized education in order to equip the country with the human resources required to support its economic diversification agenda for sustainable growth. In 2012, Brunei committed 17 percent of government expenditure to education.

The formal school system in Brunei provides a minimum of 12 years of education, specifically seven years of primary (inclusive of one year in pre-school) and five years of secondary. In 2007, the Ministry of Education mandated nine years of formal education for all children ages 6 to 15. As of 2012, the net school enrolment rate at the primary level is 92 percent and the completion rate is 100 percent.

In 2009, the Ministry of Education introduced the National Education System for the 21st Century (SPN21). SPN21 aims to meet the social and economic challenges of the 21st century and equip students with appropriate 21st century skills, including a more balanced curriculum emphasizing assessment for learning. The development of the Ministry of Education Strategic Plan 2012-2017 affirms the SPN21 and the Ministry's commitment towards quality education by identifying three interlinked strategic focus areas: (i) Teaching and Learning Excellence; (ii) Professionalism and Accountability; and (iii) Efficiency and Innovativeness. The Education Strategy is part of the country's overall plan towards realizing the Brunei Vision 2035, which aims to transform Brunei by 2035 into a nation widely recognized for, among other distinguishing characteristics, its educated and highly-skilled population.

Detailed information was collected on Brunei's student assessment system in 2013 using the SABER-Student Assessment questionnaires and rubrics. It is important to remember that these tools primarily focus on benchmarking a country's policies and arrangements for assessment activities at the system or macro level. Additional data would need to be collected to determine actual, on-the-ground practices in Brunei, particularly by teachers and students in schools. The following sections discuss the findings by each assessment type, accompanied by suggested policy options. The suggested policy options were determined in collaboration with key

local stakeholders based on Brunei's immediate interests and needs. Detailed, completed rubrics for each assessment type in Brunei are provided in Appendix 5.

Classroom Assessment

Level of development

Established

In Brunei, several formal, system-level documents provide guidelines for classroom assessment. These documents include: *School Based Assessment for Learning (SBAfL) Guidebook For Years 7 and 8 Core Subjects (Islamic Religious Knowledge (IRK), Malay Islam Monarchy (MIB), Malay Language, English Language, Mathematics & Science)*; *Framework and Guidelines for Curriculum and Assessment (by subject for years 1-8)*; and *SBAfL Guidebook For Primary Schools (Asas Pengetahuan Islam, Melayu Islam Beraja (MIB), Bahasa Melayu, English Language, Mathematics & Science)*.

System-wide resources are in place for teachers to carry out classroom assessment activities. For example, the *SBAfL Guidebook For Years 7 and 8 Core Subjects (Islamic Religious Knowledge (IRK), Malay Islam Monarchy (MIB), Malay Language, English Language, Mathematics & Science)* document and the *Framework and Guidelines for Curriculum and Assessment (by subject for years 1-8)* document were produced by the Curriculum Development Department (CDD) and distributed to all schools. In addition, subject textbooks and workbooks are available to support classroom assessment activities. However, other resources, such as scoring criteria or rubrics for grading students' work, or online assessment resources, are not systematically available to teachers.

System-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment include pre-service teacher training for all teachers, in-service teacher training, and opportunities for teachers to participate in conferences and workshops.

At the secondary level (years 7 and 8), all core subject area teachers have undergone training in designing classroom assessment tasks and rubrics to enable them to carry out assessment activities in their classrooms. All secondary schools now have staff with the expertise to

conduct SBAfL. Primary school teachers are undergoing similar professional training so that comparable capacity will exist at the primary level in the near future. In addition, teachers have opportunities to participate in developing and scoring questions for large-scale assessments and examinations.

There are a variety of systematic mechanisms in place to monitor the quality of classroom assessment practices. Classroom assessment is a required component of a teacher's performance evaluation, and part of school inspection and teacher supervision. At the secondary school level, a standardization process ensures that students are graded according to specified rubrics. A similar mechanism will be developed for the primary level in the near future. In addition, a special task force has been set up at the national level to monitor the implementation of SPN21 and classroom assessment in schools. Government funding is being used to carry out research (by a local education consultancy) on how to (i) establish a SBAfL system in primary schools and (ii) develop a set of SBAfL Competency Standards for Brunei teachers.

In addition, classroom assessment information is required to be disseminated to all key stakeholders, including school district and Ministry of Education officials, parents, and students.

Suggested policy options

1. Introduce an online system to support teachers in their classroom assessment activities. The online system could, for example, provide sample scoring criteria and rubrics for grading students' work as well as on-demand training modules that are regularly updated.

2. Disseminate information on school-based assessment to key stakeholders by using targeted communication mechanisms. For example, develop radio and television campaigns to target the public and prepare reports specifically to address parents' information needs.

Examinations

Level of development

Established

The Brunei Cambridge General Certificate of Education (BC GCE) Advanced Subsidary (AS) and Advanced (A) Level Examinations have been administered to students in years 12 and 13 since 1975. The examinations cover the following subjects: Mathematics, Physics, Chemistry, Biology, History, Geography, Sociology, Psychology, Thinking Skills, Economics, Accounting, Art and Design, Literature in English, Computer Studies, Design and Technology, Business Studies, Applied ICT, Bahasa Melayu, and Arabic Subjects. The purposes for which the examination results are used include student certification for year and school cycle completion, student selection to higher education institutions, and promotion of competition among schools.

Formal policy documents, including the *Education Enactment 1976* and the *Brunei New Education System (SPN 21) of 1975*, authorize the examinations.

Funding for the examinations covers some core examination activities, including examination design, administration, data analysis, and data reporting.

The examinations office has been in charge of the BC GCE Examinations since 1975 and is accountable to Cambridge International Examinations (CIE), an international body. The examination office has state-of-the-art facilities and resources for carrying out the examination.

Brunei offers some opportunities that prepare individuals to work on the examinations. For example, funding for attending international programs, courses, or workshops on educational measurement and evaluation is available to Ministry of Education staff and school teachers.

In addition, there is comprehensive material available to most students to help them prepare to take the examinations. For example, a framework document describing the content and topic areas covered by the examinations as well as samples of the types of questions that appear on the examinations are widely available to

all students. Reports on the strengths and weaknesses in student performance on a particular examination are available only to schools.

There are no local, up-to-date courses or workshops that provide guidance and training to teachers on the examinations. However, teachers are involved in most tasks for the local subject areas included on the examinations, such as Bahasa Melayu and Islamic Religious Studies. The tasks include creating and selecting examination questions, administering and scoring the examination, acting as a judge, supervising examination procedures, and resolving inconsistencies between examination scores and school grades. Internal review panels and the use of observers during examination administration are the only mechanisms in place to ensure the quality of these local subject examinations.

Inappropriate behavior surrounding the examinations is marginal and infrequent. Reported incidents include the use of unauthorized materials, such as prepared answers and notes.

There are some options for students who do not perform well on the examinations. Students may either retake the examinations or repeat the year. However, students are not provided with any special preparatory or remedial courses to prepare them to retake the examinations. Mechanisms to monitor the consequences of the examinations are introduced at the discretion of the Ministry of Education.

Suggested policy options

1. Conduct regular workshops on the examinations for teachers; provide targeted training for teachers of different subject areas as well as for teachers who are involved in examination-related tasks. Make these trainings easily accessible to all teachers.

2. Introduce an external review process to ensure the quality of the examinations for local subjects such as Bahasa Melayu and Islamic Religious Studies. Invite the relevant subject-matter and assessment experts to join the external review process.

National Large-Scale Assessment (NLSA)

Level of development

Emerging
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Brunei Darussalam carried out the National Study of Student Competencies in Mathematics and English (NSSCME) in 2008 and 2010 with the assistance of the Australian Council for Educational Research (ACER). The purposes of the NSSCME are to monitor education quality at the system level; support schools and teachers; and inform policy design, evaluation, and decision making. In 2008, all students in years 4, 6, and 8 were assessed in English and Mathematics. In 2010, all students in year 10 were assessed in English and Mathematics. In order to include all students in the NSSCME, special plans were made to ensure that it was administered to students in hard-to-reach areas of the country. In addition, the assessment was offered in the language of instruction for almost all student groups. While the original plan was for the NSSCME to be carried out every two years, it has not been administered since 2010. There is no policy document that authorizes the NSSCME, and plans for future assessment rounds are conveyed only through oral communications from Ministry of Education officers.

The general understanding is that funding for the next NSSCME will be made available by the Brunei Government when the Ministry of Education takes the decision to conduct the assessment. However, there is no formal provision for dedicated funding for the NSSCME.

The group of people in charge of the NSSCME includes assigned officers from the Ministry of Education who work on assessment activities on a temporary basis. This group of people is accountable to the Ministry of Education. The number of people directed to carry out NSSCME activities is insufficient to effectively carry out all of the required activities. Funding for the NSSCME has covered assessment design, administration, data analysis, and staff training, but not data reporting or research and development activities.

Opportunities to prepare for work on the NSSCME are available to select Ministry of Education officials and teachers. These opportunities include university courses on educational measurement and evaluation offered by Universiti Brunei Darussalam as well as funding to attend programs abroad that are specifically focused on educational measurement and evaluation. Teachers selected for professional training by the Ministry of Education also have access to a mix of occasional and regular courses and workshops on the NSSCME.

While information from the NSSCME is purportedly used by stakeholder groups in a way that is consistent with the stated purposes of the assessment, there are no formal mechanisms in place to monitor the impact of the NSSCME on policy dialog, teaching, or learning.

Suggested policy options

1. Develop a policy document that authorizes the NSSCME. Also, develop a written plan for future assessment activities to help ensure that these activities are planned and carried out on a regular basis, and results are used to inform education priorities. Identify budget requirements to carry out NSSCME activities and ensure there is continuous and predictable government funding to meet these budget needs.

2. Create a core team that would be responsible for NSSCME activities and ensure that this team receives appropriate and continuous training to successfully implement assessment activities during a particular assessment round and from year to year.

3. Introduce mechanisms to monitor the impact of the NSSCME on policy dialog, teaching, and learning. For example, introduce a permanent oversight committee and hold regular focus groups or surveys of key stakeholders.

4. Consider extending the NCSSME to include subjects such as Science and Bahasa Melayu.

International Large-Scale Assessment (ILSA)

Level of development

Latent

●○○○

Brunei Darussalam has not yet participated in an ILSA. However, Brunei does plan to participate in the Program for International Student Assessment (PISA) 2018.

Suggested policy options:

1. Create an opportunity for high-level discussion among key stakeholders on education policy questions or problems for which ILSA data could be useful.

2. Determine the need for, and possible next steps in relation to, participation in an ILSA exercise.

Appendix 1: Assessment Types and Their Key Differences

| | Classroom | Large-scale assessment Surveys | | Examinations | |
		National	International	Exit	Entrance
Purpose	To provide immediate feedback to inform classroom instruction	To provide feedback on overall health of the system at particular grade/age level(s), and to monitor trends in learning	To provide feedback on the comparative performance of the education system at particular grade/age level(s)	To certify students as they move from one level of the education system to the next (or into the workforce)	To select students for further educational opportunities
Frequency	Daily	For individual subjects offered on a regular basis (such as every 3-5 years)	For individual subjects offered on a regular basis (such as every 3-5 years)	Annually and more often where the system allows for repeats	Annually and more often where the system allows for repeats
Who is tested?	All students	Sample or census of students at a particular grade or age level(s)	A sample of students at a particular grade or age level(s)	All eligible students	All eligible students
Format	Varies from observation to questioning to paper-and-pencil tests to student performances	Usually multiple choice and short answer	Usually multiple choice and short answer	Usually essay and multiple choice	Usually essay and multiple choice
Coverage of curriculum	All subject areas	Generally confined to a few subjects	Generally confined to one or two subjects	Covers main subject areas	Covers main subject areas
Additional information collected from students?	Yes, as part of the teaching process	Frequently	Yes	Seldom	Seldom
Scoring	Usually informal and simple	Varies from simple to more statistically sophisticated techniques	Usually involves statistically sophisticated techniques	Varies from simple to more statistically sophisticated techniques	Varies from simple to more statistically sophisticated techniques

Appendix 2: Basic Structure of Rubrics for Evaluating Data Collected on a Student Assessment System

Dimension	Development Level				
	LATENT (Absence of, or deviation from, attribute)	EMERGING (On the way to meeting minimum standard)	ESTABLISHED (Acceptable minimum standard)	ADVANCED (Best practice)	Justification
EC—ENABLING CONTEXT					
EC1—Policies					
EC2—Leadership, public engagement					
EC3—Funding					
EC4—Institutional arrangements					
EC5—Human resources					
SA—SYSTEM ALIGNMENT					
SA1—Learning/quality goals					
SA2—Curriculum					
SA3—Pre-, in-service teacher training					
AQ—ASSESSMENT QUALITY					
AQ1—Ensuring quality (design, administration, analysis)					
AQ2—Ensuring effective uses					

Appendix 3: Summary of the Development Levels for Each Assessment Type

Assessment Type	LATENT	EMERGING	ESTABLISHED	ADVANCED
	Absence of, or deviation from, the attribute	*On the way to meeting minimum standard*	*Acceptable minimum standard*	*Best practice*
CLASSROOM ASSESSMENT	There is no system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is weak system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is sufficient system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is strong system-wide institutional capacity to support and ensure the quality of classroom assessment practices.
EXAMINATIONS	There is no standardized examination in place for key decisions.	There is a partially stable standardized examination in place, and a need to develop institutional capacity to run the examination. The examination typically is of poor quality and is perceived as unfair or corrupt.	There is a stable standardized examination in place. There is institutional capacity and some limited mechanisms to monitor it. The examination is of acceptable quality and is perceived as fair for most students and free from corruption.	There is a stable standardized examination in place and institutional capacity and strong mechanisms to monitor it. The examination is of high quality and is perceived as fair and free from corruption.
NATIONAL (OR SYSTEM-LEVEL) LARGE-SCALE ASSESSMENT	There is no NLSA in place.	There is an unstable NLSA in place and a need to develop institutional capacity to run the NLSA. Assessment quality and impact are weak.	There is a stable NLSA in place. There is institutional capacity and some limited mechanisms to monitor it. The NLSA is of moderate quality and its information is disseminated, but not always used in effective ways.	There is a stable NLSA in place and institutional capacity and strong mechanisms to monitor it. The NLSA is of high quality and its information is effectively used to improve education.
INTERNATIONAL LARGE-SCALE ASSESSMENT	There is neither a history of participation in an ILSA nor plans to participate in one.	Participation in an ILSA has been initiated, but there still is need to develop institutional capacity to carry out the ILSA.	There is more or less stable participation in an ILSA. There is institutional capacity to carry out the ILSA. The information from the ILSA is disseminated, but not always used in effective ways.	There is stable participation in an ILSA and institutional capacity to run the ILSA. The information from the ILSA is effectively used to improve education.

Appendix 4: Methodology for Assigning Development Levels

1. The country team or consultant collects information about the assessment system in the country.

2. Based on the collected information, a level of development and score is assigned to each dimension in the rubrics:

- Latent = 1 score point
- Emerging = 2 score points
- Established = 3 score points
- Advanced = 4 score points

3. The score for each quality driver is computed by aggregating the scores for each of its constituent dimensions. For example:

The quality driver, 'Enabling Context,' in the case of ILSA, has 3 dimensions on which a hypothetical country receives the following scores: Dimension A = 2 points; Dimension B = 2 points; Dimension C = 3 points. The hypothetical country's overall score for this quality driver would be: (2+2+3)/3 = 2.33

4. A preliminary level of development is assigned to each quality driver.

5. The preliminary development level is validated using expert judgment in cooperation with the country team and The World Bank Task Team Leader.

For scores that allow a margin of discretion (i.e., to choose between two levels of development), a final decision has to be made based on expert judgment. For example, the aforementioned hypothetical country has an 'Enabling Context' score of 2.33, corresponding to a preliminary level of development of 'Emerging or Established.' Based on qualitative information not captured in the rubric, along with expert judgment, the country team chooses 'Emerging' as the most appropriate level.

6. Scores for certain key dimensions under 'Enabling Context' (in the case of EXAM, NLSA, and ILSA) and under 'System Alignment' (in the case of CLASS) were set as ceiling scores, i.e., the overall mean score for the particular assessment type cannot be greater than the score for these key dimensions. These key variables include formal policy, regular funding, having a permanent assessment unit, and the quality of assessment practices.

Appendix 5: SABER-Student Assessment Rubrics Brunei Darussalam

This appendix provides the completed SABER-Student Assessment rubrics for each type of assessment activity in Brunei Darussalam. In each row of the rubric, the relevant selection is indicated by a thick border and an asterisk. The selection may include a superscript number that refers to the justification or explanation for the selection. The explanation or justification text can be located in the "Development-level rating justifications" section at the end of each rubric. If a row includes a superscript, but not a thick border and an asterisk, this means that insufficient information was available to determine the relevant selection in the row.

Brunei Darussalam:

Classroom Assessment

ENABLING CONTEXT AND SYSTEM ALIGNMENT

Overall policy and resource framework within which classroom assessment activity takes place in a country or system, and the degree to which classroom assessment activity is coherent with other components of the education system.

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ENABLING CONTEXT AND SYSTEM ALIGNMENT 1: *Setting clear guidelines for classroom assessment*			
There is no system-level document that provides guidelines for classroom assessment.	There is an informal system-level document that provides guidelines for classroom assessment.	There is a formal system-level document that provides guidelines for classroom assessment.[1] *	This option does not apply to this dimension.
This option does not apply to this dimension.	This option does not apply to this dimension.	The availability of the document is restricted.	The document is widely available.[2] *
ENABLING CONTEXT AND SYSTEM ALIGNMENT 2: *Aligning classroom assessment with system learning goals*			
There are no system-wide resources for teachers for classroom assessment.	There are scarce system-wide resources for teachers for classroom assessment.	There are some system-wide resources for teachers for classroom assessment.[3] *	There are a variety of system-wide resources available for teachers for classroom assessment.
There is no official curriculum or standards document.	There is an official curriculum or standards document, but it is not clear what students are expected to learn or to what level of performance.	There is an official curriculum or standards document that specifies what students are expected to learn, but the level of performance required is not clear.[4]	There is an official curriculum or standards document that specifies what students are expected to learn and to what level of performance.[4] *
ENABLING CONTEXT AND SYSTEM ALIGNMENT 3: *Having effective human resources to carry out classroom assessment activities*			
There are no system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment.	This option does not apply to this dimension.	There are some system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment.[5] *	There are a variety of system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment.

ASSESSMENT QUALITY

Quality of classroom assessment design, administration, analysis, and use.

LATENT ○○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ASSESSMENT QUALITY 1: *Ensuring the quality of classroom assessment*			
Classroom assessment practices suffer from widespread weaknesses or there is no information available on classroom assessment practices.	Classroom assessment practices are known to be weak.	Classroom assessment practices are known to be of moderate quality.	Classroom assessment practices are known to be generally of high quality. [6] ✱
There are no mechanisms to monitor the quality of classroom assessment practices.	There are ad hoc mechanisms to monitor the quality of classroom assessment practices.	There are limited systematic mechanisms to monitor the quality of classroom assessment practices.	There are varied and systematic mechanisms in place to monitor the quality of classroom assessment practices. [7] ✱
ASSESSMENT QUALITY 2: *Ensuring effective uses of classroom assessment*			
Classroom assessment information is not required to be disseminated to key stakeholders.	This option does not apply to this dimension.	Classroom assessment information is required to be disseminated to some key stakeholders.	Classroom assessment information is required to be disseminated to all key stakeholders. [8] ✱
There are no required uses of classroom assessment to support student learning.	There are limited required uses of classroom assessment to support student learning.	There are adequate required uses of classroom assessment to support student learning, excluding its use as an input for external examination results.	There are adequate required uses of classroom assessment to support student learning, including its use as an input for external examination results. [9] ✱

Classroom Assessment: Development-level rating justifications

1. In Brunei, several formal system-level documents provide guidelines for classroom assessment. These documents include: *SBAfL Guidebook For Years 7 and 8 Core Subjects (Islamic Religious Knowledge (IRK), Malay Islam Monarchy (MIB), Malay Language, English Language, Mathematics & Science), Framework and Guidelines for Curriculum and Assessment (by subject for years 1-8),* and *SBAfL Guidebook For Primary Schools (Asas Pengetahuan Islam, Melayu Islam Beraja (MIB), Bahasa Melayu, English Language, Mathematics & Science).*

2. *SBAfL Guidebook For Years 7 and 8 Core Subjects (Islamic Religious Knowledge (IRK), Malay Islam Monarchy (MIB), Malay Language, English Language, Mathematics & Science)* and the *Framework and Guidelines for Curriculum and Assessment (by subject for years 1-8)* documents are publically available online, in teacher training colleges, and in-service teacher training courses. *The SBAfL Guidebook For Primary Schools (Asas Pengetahuan Islam, Melayu Islam Beraja (MIB), Bahasa Melayu, English Language, Mathematics & Science)* is being printed.

3. The *SBAfL Guidebook For Years 7 and 8 Core Subjects (Islamic Religious Knowledge (IRK), Malay Islam Monarchy (MIB), Malay Language, English Language, Mathematics & Science)* document and the *Framework and Guidelines for Curriculum and Assessment (by subject for years 1-8)* document have been produced by the Curriculum Development Department (CDD) and distributed to all schools. In all core subject documents, the General Learning Outcome (GLO) and Achievement Standard documents by years are used as reference by schools in developing their assessment tasks. (The General Learning Outcomes and Achievement Standards documents are available only for Years 7 and 8.) "Success criteria," or performance indicators, are emphasized in teachers' daily AfL lessons for primary Mathematics to help teachers in designing assessment tasks. In addition, some core subject documents have lists of skills to be taught and teachers are expected to use their own discretion to select some of these skills in designing assessment tasks.

Subject textbooks, at all levels from Year 1 to Year 8, are written according to curricular and assessment requirements, with the exception that primary schools are allowed to choose their own English textbooks which cover curricular requirements, since only supplementary texts have been recommended by the CDD. While most subjects have workbooks to accompany the textbooks, there are no separate workbooks recommended for English (Years 1-6) and Mathematics (Years 7 and 8). These books provide sufficient examples and practices to indicate the depth and breadth of assessment of topics learned. However, there are no scoring criteria or rubrics for grading students' work, item banks or pools with examples of selection/multiple-choice or supply/open-ended questions, online assessment resources, computer-based testing with instant reports on students' performance systematically available to teachers for their classroom assessment practices.

4. The *SBAfL Guidebook For Years 7 and 8 Core Subjects (Islamic Religious Knowledge (IRK), Malay Islam Monarchy (MIB), Malay Language, English Language, Mathematics & Science),* and the *Framework and Guidelines for Curriculum and Assessment (by subject for years 1-8)* documents outline what students in different years/at different age levels are expected to learn and to what performance level.

5. System-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment include pre-service teacher training that all teachers benefit from, in-service teacher training, and opportunities for teachers to participate in conferences and workshops. At the secondary level (Years 7 and 8), all core subject teachers have undergone special training (in 2010 and 2011) to design assessment tasks and rubrics so that they are able to carry out assessment for learning in their own classrooms. All secondary schools are now equipped with expertise to conduct SBAfL in their own schools. Primary school teachers are undergoing similar professional training and a similar mechanism will be established for the primary level in the near future. In addition, teachers have opportunities to participate in item development for, or scoring of, large-scale assessments or exams.

6. While it is common for classroom assessment activities to be mainly about recalling information, it is uncommon for teachers to rely mainly on multiple-choice, selection-type questions or to not use explicit or a priori criteria for scoring or grading students' work. It is also uncommon to observe errors in the scoring or grading of students' work.

It is rare for uneven application of standards for grading students' work to be a serious problem, for grade inflation to be a serious problem, or for parents to be poorly informed of their children's grades.

7. Classroom assessment is a required component of a teacher's performance evaluation and school inspection or teacher supervision. At the secondary school level, social standardization is carried out to moderate the award of grades to students' based on agreed rubrics. A similar mechanism will be developed for the primary level in the near future. In addition, a special task force at the national level has been set up to monitor the implementation of SPN21 and classroom assessment at schools. Government funding was used to carry out a research initiative (through a local educational consultancy) to establish (i) a SBAfL system in primary schools in Brunei Darussalam and (ii) Brunei Teachers' SBAfL Competency Standards.

8. Classroom assessment information is required to be disseminated to all key stakeholders, including school district and Ministry of Education officials, parents, and students.

9. Classroom assessment information is required to be used for diagnosing student learning issues, providing feedback to students on their learning, informing parents about their child's learning, planning next steps in instruction, and grading students for internal classroom uses. In addition, classroom assessment information is required to be used for providing input to an external examination program, the Primary School Assessment, in Year 6.

BRUNEI DARUSSALAM
Examinations

ENABLING CONTEXT

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

	LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ENABLING CONTEXT 1: Setting clear policies				
	No standardized examination has taken place.	The standardized examination has been operating on an irregular basis.	The examination is a stable program that has been operating regularly.[1] *	This option does not apply to this dimension
	There is no policy document that authorizes the examination.	There is an informal or draft policy document that authorizes the examination.	There is a formal policy document that authorizes the examination.[2] *	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.[3] *	This option does not apply to this dimension.
	This option does not apply to this dimension.	This option does not apply to this dimension.	The policy document addresses some key aspects of the examination.[4] *	The policy document addresses all key aspects of the examination.
ENABLING CONTEXT 2: Having strong leadership				
	All stakeholder groups strongly oppose the examination or are indifferent to it.	Most stakeholder groups oppose the examination.	Most stakeholders groups support the examination.	All stakeholder groups support the examination.[5] *
	There are no attempts to improve the examination by stakeholder groups.	This option does not apply to this dimension.	There are independent attempts to improve the examination by stakeholder groups.	There are coordinated attempts to improve the examination by stakeholder groups.[6] *
	Efforts to improve the examination are not welcomed by the leadership in charge of the examination	This option does not apply to this dimension.	Efforts to improve the examination are generally welcomed by the leadership in charge of the examination.[7] *	This option does not apply to this dimension.

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ENABLING CONTEXT 3: *Having regular funding*			
There is no funding allocated for the examination.	There is irregular funding allocated for the examination.	There is regular funding allocated for the examination.[8] *	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding covers some core examination activities: design, administration, data processing or reporting.	Funding covers all core examination activities: design, administration, data processing and reporting.[9] *	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding does not cover research and development.[10] *	This option does not apply to this dimension.	Funding covers research and development.
ENABLING CONTEXT 4: *Having strong organizational structures*			
The examination office does not exist or is newly established.	The examination office is newly established.	The examination office is a stable organization.[11] *	This option does not apply to this dimension.
The examination office is not accountable to an external board or agency.	This option does not apply to this dimension.	The examination office is accountable to an external board or agency.[12] *	This option does not apply to this dimension.
Examination results are not recognized by any certification or selection system.	Examination results are recognized by certification or selection system in the country.	Examination results are recognized by one certification or selection system in another country.	Examination results are recognized by two or more certification or selection system in another country.[13] *
The examination office does not have the required facilities to carry out the examination.	The examination office has some of the required facilities to carry out the examination.	The examination office has all of the required facilities to carry out the examination.	The examination office has state-of-the-art facilities to carry out the examination.[14] *

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LATENT	EMERGING	ESTABLISHED	ADVANCED
●○○○	●●○○	●●●○	●●●●

ENABLING CONTEXT 5:
Having effective human resources

LATENT	EMERGING	ESTABLISHED	ADVANCED
There is no staff to carry out the examination.	The examination office is inadequately staffed to effectively carry out the examination, issues are pervasive.	The examination office is adequately staffed to carry out the examination effectively, with minimal issues. [15] ✳	The examination office is adequately staffed to carry out the assessment effectively, with no issues.
The country does not offer opportunities that prepare for work on the examination.	This option does not apply to this dimension.	The country offers some opportunities that prepare for work on the examination. [16] ✳	The country offers a wide range of opportunities that prepare for work on the examination.

SYSTEM ALIGNMENT

Degree to which the assessment is coherent with other components of the education system.

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
SYSTEM ALIGNMENT 1: *Aligning examinations with learning goals and opportunities to learn*			
It is not clear what the examination measures.	This option does not apply to this dimension.	There is a clear understanding of what the examination measures.[17] *	This option does not apply to this dimension.
What the examination measures is questioned by some stakeholder groups.	This option does not apply to this dimension.	What is measured by the examination is largely accepted by stakeholder groups.[18] *	This option does not apply to this dimension.
Material to prepare for the examination is minimal and it is only accessible to very few students.	There is some material to prepare for the examination that is accessible to some students.	There is comprehensive material to prepare for the examination that is accessible to most students.[19] *	There is comprehensive material to prepare for the examination that is accessible to all students.
SYSTEM ALIGNMENT 2: *Providing teachers with opportunities to learn about the examination*			
There are no courses or workshops on examinations available to teachers.	There are no up-to-date courses or workshops on examinations available to teachers.[20] *	There are up-to-date voluntary courses or workshops on examinations available to teachers.	There are up-to-date compulsory courses or workshops on examinations for teachers.
Teachers are excluded from all examination-related tasks.	Teachers are involved in very few examination-related tasks.	Teachers are involved in some examination-related tasks.	Teachers are involved in most examination-related tasks.[21] *

ASSESSMENT QUALITY

Degree to which the assessment meets quality standards, is fair, and is used in an effective way.

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ASSESSMENT QUALITY 1: *Ensuring quality*			
There is no technical report or other documentation. [22] *	There is some documentation on the examination, but it is not in a formal report format.	There is a comprehensive technical report but with restricted circulation.	There is a comprehensive, high quality technical report available to the general public.
There are no mechanisms in place to ensure the quality of the examination.	This option does not apply to this dimension.	There are limited systematic mechanisms in place to ensure the quality of the examination. [23] *	There are varied and systematic mechanisms in place to ensure the quality of the examination.
ASSESSMENT QUALITY 2: *Ensuring fairness*			
Inappropriate behavior surrounding the examination process is high.	Inappropriate behavior surrounding the examination process is moderate.	Inappropriate behavior surrounding the examination process is low.	Inappropriate behavior surrounding the examination process is marginal. [24] *
The examination results lack credibility for all stakeholder groups.	The examination results are credible for some stakeholder groups.	The examination results are credible for all stakeholder groups. [25] *	This option does not apply to this dimension.
The majority of the students (over 50 percent) may not take the examination because of language, gender, or other equivalent barriers.	A significant proportion of students (10 percent to50 percent) may not take the examination because of language, gender, or other equivalent barriers.	A small proportion of students (less than 10 percent) may not take the examination because of language, gender, or other equivalent barriers.	All students can take the examination; there are no language, gender or other equivalent barriers. [26] *

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LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ASSESSMENT QUALITY 3: *Using examination information in a fair way*			
Examination results are not used in a proper way by all stakeholder groups.	Examination results are used by some stakeholder groups in a proper way.	Examination results are used by most stakeholder groups in a proper way.	Examination results are used by all stakeholder groups in a proper way.[27] *
Student names and results are public.	This option does not apply to this dimension.	Students' results are confidential.[28] *	This option does not apply to this dimension.
ASSESSMENT QUALITY 4: *Ensuring positive consequences of the examination*			
There are no options for students who do not perform well on the examination, or students must leave the education system.	There are very limited options for students who do not perform well on the examination.	There are some options for students who do not perform well on the examination.[29] *	There is a variety of options for students who do not perform well on the examination.
There are no mechanisms in place to monitor the consequences of the examination.	This option does not apply to this dimension.	There are some mechanisms in place to monitor the consequences of the examination.[30] *	There is a variety of mechanisms in place to monitor the consequences of the examination.

Examinations: Development-level rating justifications

1. In Brunei, the BC GCE AS and A Level Examinations have been administered since 1975 to students in years 12 and 13 in the following subjects: Mathematics, Physics, Chemistry, Biology, History, Geography, Sociology, Psychology, Thinking Skills, Economics, Accounting, Art and Design, Literature in English, Computer Studies, Design and Technology, Business studies, Applied ICT, Bahasa Melayu, and Arabic Subjects. The purposes of the examinations include student certification for school year/school cycle completion, selection to higher education institutions, as well as for promoting competition among schools.

2. Formal policy documents, the *Education (Brunei Board of Examinations) Enactment of 1976* document and the *Brunei New Education System (SPN 21)* document authorize the examinations.

3. The *Education (Brunei Board of Examinations), Enactment 1976* document is publically available and easily accessible to the public, while the *Brunei New Education System (SPN 21)* document is not publically available.

4. The policy documents include information on the governance, distribution of power, and responsibilities among key entities, and describe the purpose of the examinations and the authorized uses of examination results. The documents also outline procedures for special/disadvantaged students, specify who can sit for the examination, explain the format of the examination questions, and the alignment of the examination with curricula and standards.

5. All key stakeholder groups support the examinations, while teachers are neutral to them.

6. Coordinated efforts to improve the examinations have been made by stakeholder groups.

7. Efforts to improve the examination are generally welcomed by the leadership in charge of the examination.

8. Regular funding is allocated for the examination by the government.

9. Funding covers all core examination activities, including examination design, administration, data analysis, and data reporting.

10. Funding does not cover research and development.

11. The examination office has been in charge of the examinations since 1975.

12. The examination office is accountable to the Cambridge International Examinations (CIE), which is an international body.

13. Examination results are recognized in Brunei as well as in various selection systems abroad, such as in South Africa and Australia.

14. The examination office has state-of-the-art facilities and resources for carrying out the examination.

SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

15. Although there is permanent or full-time staff, it is insufficient in terms of quantity and quality to carry out the examination. However, there are no reported issues regarding the human resources responsible for the examination.

16. Funding for attending international programs, courses, and workshops on educational measurement and evaluation are available for Ministry of Education staff and school teachers. The country does not offer university graduate programs (masters or doctorate level) or courses (graduate or non-graduate) specifically focused on educational measurement and evaluation. The country also does not offer non university training courses or workshops on educational measurement and evaluation. Internships are not available in the examination office.

17. The examination measures national and internationally recognized guidelines or standards, specifically using the University of Cambridge International Examination Syndicate.

18. What is measured by the examination is largely accepted by stakeholders.

19. Examples of the types of questions that are on the examination and the framework document explaining what is measured on the examination are widely available to all students. The report on the strengths and weaknesses in student performance is available only to schools. Information on how to prepare for the examination is not available.

20. Only voluntary courses and workshops on the examination are available to teachers. These courses and workshops are not regularly updated.

21. Teachers are involved in most tasks for the local subjects in the examination, such as Bahasa Melayu and Islamic Religious Studies. Tasks include selecting and creating examination questions, administering and scoring the examination, acting as a judge, supervising examination procedures, and resolving inconsistencies between examination scores and school grades.

22. There is no technical report or other documentation.

23. Internal review and observers are the only mechanisms in place to ensure the quality of the examination. Other mechanisms, such as external review or observers, external certification or audit, or pilot or field testing do not take place.

24. Inappropriate behavior surrounding the examination is marginal. Only the use of unauthorized materials, such as prepared answers and notes, has taken place during the examination but very rarely.

25. Examination results are perceived as credible by all stakeholder groups.

26. All students can take the examination.

27. There is no evidence of improper use of examination results by any of the stakeholder groups.

SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

28. Only the student and persons with a legitimate, professional interest in the test taker can know the examination results.

29. Students who do not perform well on the examination can either retake the examination or repeat the year. Students cannot attend remedial or preparatory courses in order to prepare to retake the examination, or opt for less selective schools, universities, or tracks.

30. Mechanisms to monitor the consequences of the examination are introduced at the discretion of the Ministry of Education.

BRUNEI DARUSSALAM

National (or System-Level) Large-Scale Assessment (NLSA)

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.

LATENT ○○○	EMERGING ○○○	ESTABLISHED ○○○	ADVANCED ○○○○
ENABLING CONTEXT 1: *Setting clear policies for NLSA*			
No NLSA exercise has taken place.	The NLSA has been operating on an irregular basis.[1] *	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.[2] *	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.[3] *	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.[4]	Some stakeholder groups oppose the NLSA.	Most stakeholders groups support the NLSA.	All stakeholder groups support the NLSA.

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LATENT ○○○○	EMERGING ●○○○	ESTABLISHED ●●○○	ADVANCED ●●●●
ENABLING CONTEXT 3: _Having regular funding for NLSA_			
There is no funding allocated to the NLSA.	There is irregular funding allocated to the NLSA. [5] *	There is regular funding allocated to the NLSA.	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding covers some core NLSA activities: design, administration, analysis and reporting. [6] *	Funding covers all core NLSA activities: design, administration, analysis and reporting.	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding does not cover research and development activities. [7] *	This option does not apply to this dimension.	Funding covers research and development activities.
ENABLING CONTEXT 4: _Having strong organizational structures for NLSA_			
There is no NLSA office, ad hoc unit or team.	The NLSA office is a temporary agency or group of people. [8] *	The NLSA office is a permanent agency, institution or unit.	This option does not apply to this dimension.
This option does not apply to this dimension.	Political considerations regularly hamper technical considerations.	Political considerations sometimes hamper technical considerations.	Political considerations never hamper technical considerations. [9] *
This option does not apply to this dimension.	The NLSA office is not accountable to a clearly recognized body. *	The NLSA office is accountable to a clearly recognized body. [10]	This option does not apply to this dimension.

(CONTINUED)

ENABLING CONTEXT 5:
Having effective human resources for NLSA

LATENT	EMERGING	ESTABLISHED	ADVANCED
●○○○	●●○○	●●●○	●●●●
There is no staff allocated for running an NLSA. ✱	The NLSA office is inadequately staffed to effectively carry out the assessment. [11]	The NLSA office is adequately staffed to carry out the NLSA effectively, with minimal issues.	The NLSA office is adequately staffed to carry out the NLSA effectively, with no issues.
The country does not offer opportunities that prepare individuals for work on NLSA.	This option does not apply to this dimension.	The country offers some opportunities to prepare individuals for work on the NLSA. [12] ✱	The country offers a wide range of opportunities to prepare individuals for work on the NLSA.

SYSTEM ALIGNMENT

Degree to which the NLSA is coherent with other components of the education system.

LATENT	EMERGING	ESTABLISHED	ADVANCED
●○○○	●●○○	●●●○	●●●●
SYSTEM ALIGNMENT 1: *Aligning the NLSA with learning goals*			
It is not clear if the NLSA is based on curriculum or learning standards.	This option does not apply to this dimension.	The NLSA measures performance against curriculum or learning standards. [13] *	This option does not apply to this dimension.
What the NLSA measures is generally questioned by stakeholder groups.	This option does not apply to this dimension.	What the NLSA measures is questioned by some stakeholder groups.	What the NLSA measures is largely accepted by stakeholder groups. [14] *
There are no mechanisms in place to ensure that the NLSA accurately measures what it is supposed to measure.	There are ad hoc reviews of the NLSA to ensure that it measures what it is intended to measure.	There are regular internal reviews of the NLSA to ensure that it measures what it is intended to measure. [15] *	This option does not apply to this dimension.
SYSTEM ALIGNMENT 2: *Providing teachers with opportunities to learn about the NLSA*			
There are no courses or workshops on the NLSA.	There are occasional courses or workshops on the NLSA.	There are some courses or workshops on the NLSA offered on a regular basis. [16] *	There are widely available high quality courses or workshops on the NLSA offered on a regular basis.

ASSESSMENT QUALITY

Degree to which the NLSA meets technical standards, is fair, and is used in an effective way.

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ASSESSMENT QUALITY 1: *Ensuring the quality of the NLSA*			
No options are offered to include all groups of students in the NLSA.	This option does not apply to this dimension.	At least one option is offered to include all groups of students in the NLSA. [17] *	Different options are offered to include all groups of students in the NLSA.
There are no mechanisms in place to ensure the quality of the NLSA.	This option does not apply to this dimension.	There are some mechanisms in place to ensure the quality of the NLSA.	There are a variety of mechanisms in place to ensure the quality of the NLSA. [18] *
There is no technical report or other documentation about the NLSA. [13]	There is some documentation about the technical aspects of the NLSA, but it is not in a formal report format.	There is a comprehensive technical report but with restricted circulation. [19] *	There is a comprehensive, high quality technical report available to the general public.
ASSESSMENT QUALITY 2: *Ensuring effective uses of the NLSA*			
NLSA results are not disseminated.	NLSA results are poorly disseminated.	NLSA results are disseminated in an effective way. [20] *	This option does not apply to this dimension.
NLSA information is not used or is used in ways inconsistent with the purposes or the technical characteristics of the assessment.	This option does not apply to this dimension.	NLSA results are used by some stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment. [21] *	NLSA information is used by all stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment.
There are no mechanisms in place to monitor the consequences of the NLSA. [22] *	This option does not apply to this dimension.	There are some mechanisms in place to monitor the consequences of the NLSA.	There are a variety of mechanisms in place to monitor the consequences of the NLSA.

National (of System-Level) Large Scale Assessment (NLSA): Development-level rating justifications

1. Brunei Darussalam carried out the National Study of Student Competencies in Mathematics and English (NSSCME) in 2008 and 2010 with the assistance of ACER. The purposes of the NSSCME are to monitor education quality at the system level, and to support schools and teachers and policy design, evaluation, or decision making. In 2008, all students in years 4, 6, and 8 were assessed in English and Mathematics. In 2010, all students in year 10 were assessed in English and Mathematics. Future assessment rounds are planned to be carried out every two years. However, the NSSCME has not yet been institutionalized.

2. There is no policy document that authorizes the NSSCME.

3. Plans for future NSSCME assessment rounds are communicated through oral communications from Ministry of Education officers.

4. It is unclear to what extent stakeholders support or oppose the NSSCME.

5. Funding is made available from Brunei Government when the Ministry of Education takes the decision to conduct Large-Scale Assessment. However, dedicated and predictable funding for the NSSCME is not available.

5. Funding covers assessment design, administration, and data analysis, and staff training, but does not cover data reporting.

7. Funding does not cover research and development activities.

8. The group of people in charge of the NSSCME includes assigned officers from the Ministry of Education who work on the assessment activities on a temporary basis.

9. Political considerations never hamper technical considerations.

10. The group of people in charge of the NSSCME is accountable to the Ministry of Education.

11. There is an insufficient number of people allocated for carrying out all aspects of the NSSCME.

12. Selected Ministry of Education officers and teachers can attend University courses (graduate and non-graduate) on educational measurement and evaluation in Universiti Brunei Darussalam and at universities abroad. Funding is also available for selected Ministry of Education officers and teachers to pursue university graduate programs (masters or doctorate level) as well as to attend international programs or workshops specifically focused on educational measurement and evaluation abroad. Selected Ministry of Education officers and teachers may also attend professional development courses organized by the Ministry of Education.

13. The NSSCME measures performance against national curriculum guidelines and learning standards.

14. What is measured by the NSSCME is largely accepted by stakeholder groups.

SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

15. There have been regular internal reviews and independent reviews by qualified experts of the alignment between the assessment instrument and what it is supposed to measure.

16. Training courses, workshops and presentations are occasionally offered to teachers. Certain training courses and workshops are offered to teachers on a regular basis as well. The training courses and workshops are made available to teachers who are selected for professional training opportunities by the Ministry of Education. Most courses provide teachers with relevant resources that they can use in their classrooms.

17. In order to include all students in the NSSCME, special plans are made to ensure that the NSSCME is administered to students in hard-to-reach areas, and the assessment is offered in the language of instruction for almost all student groups.

18. A variety of mechanisms are in place to ensure the quality of the NSSCME. Specifically, a pilot is conducted before the main data collection takes place. There is also a standardized manual for the NSSCME administrator and scorers are trained to ensure high interrater reliability. All booklets are numbered, and discrepancies must be recorded on a standard sheet. Additionally, there is double processing of data and an external certification or audit takes place. External reviewers or observers are also brought on.

19. There is a comprehensive technical report, but with restricted circulation.

20. NSSCME results are disseminated within 12 months of the assessment being administered and reports with results are made available for all stakeholder groups. The main reports on the results contain information on overall achievement levels and trends over time by subgroups. The main reports on the results also contain standard errors. There are workshops or presentations for key stakeholders on the results, and results are featured in newspapers, magazines, radio, or television.

21. NSSCME information is used by some stakeholder groups in a way that is consistent with the stated purposes or technical characteristics of the assessment.

22. There are no mechanisms in place to monitor the consequences of the NSSCME.

BRUNEI DARUSSALAM
International Large-Scale Assessment (ILSA)

ENABLING CONTEXT

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

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
ENABLING CONTEXT 1: *Setting clear policies for ILSA*			
The country/system has not participated in an ILSA in the last 10 years.[1] ✱	This option does not apply to this dimension.	The country/system has participated in at least one ILSA in the last 10 years.	The country/system has participated in two or more ILSA in the last 10 years.
The country/system has not taken concrete steps to participate in an ILSA in the next 5 years.	This option does not apply to this dimension.	The country/system has taken concrete steps to participate in at least one ILSA in the next 5 years.	This option does not apply to this dimension.
There is no policy document that addresses participation in ILSA.	There is an informal or draft policy document that addresses participation in ILSA.	There is a formal policy document that addresses participation in ILSA.	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.
ENABLING CONTEXT 2: *Having regular funding for ILSA*			
There is no funding for participation in ILSA.	There is funding from loans or external donors.	There is regular funding allocated at discretion.	There is regular funding approved by law, decree or norm.
This option does not apply to this dimension.	Funding covers some core activities of the ILSA.	Funding covers all core activities of the ILSA.	This option does not apply to this dimension.
Funding does not cover research and development activities.	This option does not apply to this dimension.	This option does not apply to this dimension.	Funding covers research and development activities.

(CONTINUED)

ENABLING CONTEXT 3:
Having effective human resources for ILSA

LATENT ○○○○	EMERGING ●○○○	ESTABLISHED ●●●○	ADVANCED ●●●●
There is no team or national/system coordinator to carry out the ILSA activities.	There is a team or national/system coordinator to carry out the ILSA activities.	There is a team and national/system coordinator to carry out the ILSA activities.	This option does not apply to this dimension.
This option does not apply to this dimension.	The national/system coordinator or other designated team member may not be fluent in the language of the assessment.	The national/system coordinator is fluent in the language of the assessment.	This option does not apply to this dimension.
This option does not apply to this dimension.	The ILSA office is inadequately staffed or trained to carry out the assessment effectively.	The ILSA office is adequately staffed or trained to carry out the ILSA effectively, with minimal issues.	The ILSA office is adequately staffed and trained to carry out the ILSA effectively, with no issues.

SYSTEM ALIGNMENT

Degree to which the ILSA meets technical quality standards, is fair, and is used in an effective way.

LATENT	EMERGING	ESTABLISHED	ADVANCED
●○○○	●●○○	●●●○	●●●●
SYSTEM ALIGNMENT 1: *Providing opportunities to learn about ILSA*			
The ILSA team has not attended international workshops or meetings.	The ILSA team attended some international workshops or meetings.	The ILSA team attended all international workshops or meetings.	This option does not apply to this dimension.
The country/system offers no opportunities to learn about ILSA.	This option does not apply to this dimension.	The country/system offers some opportunities to learn about ILSA.	The country/system offers a wide range of opportunities to learn about ILSA.
This option does not apply to this dimension.	This option does not apply to this dimension.	Opportunities to learn about ILSA are available to the country's/system's ILSA team members only.	Opportunities to learn about ILSA are available to a wide audience, in addition to the country's/system's ILSA team members.

ASSESSMENT QUALITY

Degree to which the ILSA meets technical quality standards, is fair, and is used in an effective way.

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
		ASSESSMENT QUALITY 1: *Ensuring the quality of ILSA*	
Data from the ILSA has not been published.	The country/system met sufficient standards to have its data presented beneath the main display of the international report or in an annex.	The country/system met all technical standards required to have its data presented in the main displays of the international report.	This option does not apply to this dimension.
The country/system has not contributed new knowledge on ILSA.	This option does not apply to this dimension.	This option does not apply to this dimension.	The country/system has contributed new knowledge on ILSA.
		ASSESSMENT QUALITY 2: *Ensuring effective uses of ILSA*	
If any, country/system-specific results and information are not disseminated in the country/system.	Country/system-specific results and information are disseminated irregularly in the country/system.	Country/system-specific results and information are regularly disseminated in the country/system.	Country/system-specific results and information are regularly and widely disseminated in the country/system.
Products to provide feedback to schools and educators about the ILSA results are not made available.	This option does not apply to this dimension.	Products to provide feedback to schools and educators about the ILSA results are sometimes made available.	Products to provide feedback to schools and educators about ILSA results are systematically made available.
There is no media coverage of the ILSA results.	There is limited media coverage of the ILSA results.	There is some media coverage of the ILSA results.	There is wide media coverage of the ILSA results.
If any, country/system-specific results and information from the ILSA are not used to inform decision making in the country/system.	Results from the ILSA are used in a limited way to inform decision making in the country/system.	Results from the ILSA are used in some ways to inform decision making in the country/system.	Results from the ILSA are used in a variety of ways to inform decision making in the country/system.
It is not clear that decisions based on ILSA results have had a positive impact on students' achievement levels.	This option does not apply to this dimension.	This option does not apply to this dimension.	Decisions based on the ILSA results have had a positive impact on students' achievement levels.

BRUNEI DARUSSALAM | SABER-STUDENT ASSESSMENT

International Large Scale Assessment (ILSA): Development-level rating justifications

1. Brunei has not participated in an ILSA. Brunei does plan to participate in PISA 2018.

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The **Systems Approach for Better Education Results (SABER)** initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of student assessment.

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