



### Key Policy Areas for Student Assessment

#### 1. Classroom Assessment

A formal and widely-available, system-level document provides guidelines to teachers for classroom assessment activities. Additionally, there appear to be adequate required uses of classroom assessment information to support student learning, including as an input to external examination results. At the same time, actual classroom assessment practices are considered to be weak and there are few system-wide resources available to teachers to help them engage in better quality classroom assessment practices.

#### Status

Emerging



#### 2. Examinations

The examinations program has been operating on a regular basis. A formal, publically-available, policy document authorizes the program and provides guidance on its key aspects. Regular funding for core examination activities is provided by the government. The examinations are run by a stable organization that has all of the required facilities to carry out examination activities.

Established



#### 3. National Large-Scale Assessment (NLSA)

The NLSA program has been operating on an ongoing basis, with regular funding provided by the government. The funding covers all core NLSA activities as well as research and development. The NLSA office is inadequately staffed to effectively carry out the NLSA, and the country does not offer opportunities that prepare individuals for work on the NLSA. Efforts are made to include all student groups in the NLSA, including providing accommodations or alternative assessments for students with disabilities. NLSA results are poorly disseminated, and few teachers use them to inform their teaching or improve student learning.

Emerging



#### 4. International Large-Scale Assessment (ILSA)

Zambia has participated in three SACMEQ surveys (I, II, and III) in the last ten years, and has taken concrete steps to participate in SACMEQ IV. Although some opportunities to learn about ILSAs are offered to SACMEQ team members, they are nevertheless inadequately trained to carry out this ILSA effectively. SACMEQ results are used in some ways to inform decision making. For example, policy makers and education leaders have used the results to track the impact of reforms on student achievement levels and to inform curriculum improvement, teacher training, and resource allocation. However, it is unclear whether decisions based on the results have had a positive impact on student achievement levels.

Emerging



## Introduction

In 2009, Zambia joined the Russia Education Aid for Development (READ) Trust Fund program, the goal of which is to help countries improve their capacity to design, carry out, analyze, and use assessments for improved student learning. As part of the READ Trust Fund program, and in order to gain a better understanding of the strengths and weaknesses of its existing assessment system, Zambia participated in a formal exercise to benchmark this system 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 at particular grades 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 such issues 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 such issues 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**

	Assessment types/purposes		
	Classroom assessment	Examinations	Large-scale, system-level assessment
Enabling context	Policies Leadership and public engagement Funding Institutional arrangements Human resources		
System alignment	Learning/quality goals Curriculum Pre- and in-service teacher training opportunities		
Assessment quality	Ensuring quality (design, administration, analysis) Ensuring effective uses		

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 Zambia

Zambia is a low income country in Southern Africa. GDP per capita (current US\$, 2009) is \$1006, with annual growth of approximately 3.5 percent. Employment is primarily in the agricultural sector (approximately 72 percent), services sector (approximately 20 percent), and in industry (approximately 7 percent).

Zambia spent about 1.35 percent of GDP on education in 2008 (latest available data). At the primary level, gross school enrollment in 2009 was approximately 116 percent; at the lower secondary level (grades 8 and 9), it was 76 percent. Gross enrollment rate at the secondary level (grades 8-12) is not available.

Since 2002, when the Government of Zambia introduced free basic education up to grade 7, enrolment in basic education has steadily increased. However, according to UNICEF, children from poor households and rural areas, as well as girls, have tended to be the last to enroll in school and the first to drop out. They also are significantly underrepresented in the higher grades of basic education as well as at the secondary level. To address these issues, the Government of Zambia introduced bursaries to help offset indirect school costs for low-income families, as well as a pregnancy readmission policy that allows girls who have become pregnant to re-enter school.

Additionally, the country has increased the supply of qualified and motivated teachers, is adjusting the school curriculum to clearly specify the skills and competencies that children should attain in different subjects and at different grade levels, and has increased the supply of teaching and learning materials.

Detailed information on Zambia's student assessment system was obtained from the country's self-diagnosis report that was prepared in 2009 as part of the READ Trust Fund program. At the time of the review, SABER-Student Assessment questionnaires had not been developed. Self-diagnosis information was analyzed using the SABER-Student Assessment rubrics. It is important to remember that the SABER-Student Assessment rubrics 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 Zambia, particularly by teachers and students in schools. The following sections discuss the findings for each assessment type, accompanied by suggested policy options. The suggested policy options were determined in collaboration with key local stakeholders based on Zambia's immediate interests and needs. Detailed, completed rubrics for each assessment type are provided in Appendix 5.

## Classroom Assessment

### Level of development



In Zambia, a formal and publically-available, system-level document provides guidelines for classroom assessment activities. Additionally, an official curriculum or standards document specifies what students are expected to learn, although the level of performance required of students is not clear.

Few system-wide resources are available to teachers for conducting classroom assessment activities. For example, teacher guides and student task booklets were developed during the four years of the Continuous Assessment project pilot. However, these resources are available only in select schools.<sup>1</sup>

Currently, there are no system-level mechanisms in place to ensure that teachers develop skills and expertise in classroom assessment. During the pilot phase of the Continuous Assessment project, certain system-level mechanisms, such as in-service teacher training programs, were introduced and used to train teachers in classroom assessment practices in the pilot schools.

Classroom assessment practices in Zambia are known to be generally weak. For example, classroom assessment activities tend to focus only on information recall. Additionally, teachers tend not to use explicit or a priori criteria for scoring or grading students' work, and uneven application of standards for grading is a serious problem. Although teachers are required to report on student performance to individual students and their parents, parents tend to be poorly informed about their child's grades. Classroom assessment is mainly used as an administrative or control tool rather than as a

pedagogical resource. Classroom assessment activities also are not aligned with the pedagogical or curricular framework.

Ad hoc mechanisms have been introduced in pilot schools to monitor the quality of classroom assessment practices. Specifically, these ad hoc mechanisms were put in place during the pilot phase of the Continuous Assessment project. The program is in the process of being expanded to non-pilot schools.

At the same time, there are adequate required uses of classroom assessment to support student learning, including diagnosing student learning issues, providing feedback to students on their learning, informing parents about their child's learning, and planning next steps in instruction. In practice, however, not all of the teachers have the skills to use classroom assessment information to improve student learning.

Suggested policy options:

1. Build teachers' capacity to engage in classroom assessment by making available system-wide resources/materials to teachers in all schools; institutionalize system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment.
2. Ensure that classroom assessment activities improve student learning by introducing varied and systematic mechanisms to monitor the quality of classroom assessment practices.

<sup>1</sup> The main objective of the Continuous Assessment program pilot is to develop school-based assessment procedures to help teachers appropriately assess student competencies and identify areas of need, carry out remedial work, and maintain student performance records.

## Examinations

### Level of development

Established



In Zambia, annual examinations are conducted at the end of grades 7, 9, and 12 in all subject areas and are used for selection and certification purposes. There are formal, publically-available policy documents authorizing the examinations, including the *Examinations Council of Zambia Act* and the *Education Policy, Educating Our Future* document. These documents address all key aspects of the examinations, including their purpose, the distribution of power and responsibilities among key entities, and the authorized uses of results.

The examinations office, the Examinations Council of Zambia, is a stable, semi-autonomous organization that is covered by an Act of Parliament. The Minister of Education appoints the Board of the Examinations Council of Zambia, and the Board reports to the Minister. The examinations office has all of the required facilities to carry out the examinations, including computers for all technical staff and secure storage facilities.

Funding for the examinations is regular and provided by the government. Funding covers all core examination activities (design, administration, data processing, and reporting), including a small component on research and development.

While the examinations office has a permanent or full-time staff, this has proved insufficient to meet the needs of the examinations program. Issues with carrying out examination activities have included frequent errors in data processing, poor training of test administrators, and unclear instructions and guidelines for administering the examination. Currently, no opportunities are offered in the country to prepare individuals for work on the examinations. Teachers are involved in some examination-related tasks, including administration and scoring. Up-to-date, voluntary courses on examination setting, marking, and analyzing results are available only to teachers who meet certain criteria.

What is measured by the examinations is largely accepted by stakeholder groups. Comprehensive material on the examinations, including information on how to prepare for them, and a report on the strengths and weaknesses of previous examinees' performance, is accessible to most students.

Inappropriate behavior surrounding the examination process is quite high, and has included, for example, leakage of the content of an examination paper and copying from other candidates. At the same time, the examination results are basically viewed as credible by key stakeholder groups and are used by them in an appropriate way. For example, examination results are used for certification and selection to higher levels of education, and for hiring by employers.

Some options are available for students who do not perform well on the examinations. For example, students may retake the examinations, attend remedial or preparatory courses in order to prepare to retake the examinations, opt for less selective education tracks, repeat the grade, or leave the education system.

Some mechanisms are in place to monitor the consequences of the examinations. For example, predictive validity studies are periodically commissioned by the Examinations Council of Zambia. Additionally, funding is provided for independent research on the impact of the examinations, and expert review groups are organized.

Suggested policy options:

1. Improve the capacity of existing permanent staff of the examinations office by providing them with a range of opportunities to prepare for work on the examinations, such as making available university courses and non-university training workshops on educational measurement and evaluation.
2. Ensure that the examinations are fair by making provisions for students in hard-to-reach areas to enable them to take the examinations, as well as by addressing and combating inappropriate behavior surrounding the examinations.

## National Large-Scale Assessment (NLSA)

### Level of development



In Zambia, the NLSA program has been operating regularly since 1999.<sup>2</sup> Every few years, the NLSA is administered to grade 5 students to assess their literacy and numeracy skills. A formal, publically-available policy document, *Focus on Learning*, authorizes the NLSA. While there is no detailed NLSA plan for the coming years, there is a general understanding that the NLSA will take place according to schedule.

Funding is allocated for NLSA activities by the Ministry of Education. Funding covers all core NLSA activities (design, administration, analysis, and reporting), as well as long- or medium-term planning of program milestones and staff training. Funding also covers research and development activities.

The NLSA is run by the Examination Council of Zambia. The Council is a permanent agency that is accountable to the Ministry of Education. However, the Council is inadequately staffed to effectively carry out all NLSA activities. Currently, no courses or workshops on the NLSA are available in Zambia.

Efforts are made to include all groups of students in the NLSA. For example, accommodations or alternative assessments are provided for students with disabilities, and special plans are made to ensure that the NLSA is administered to students in hard-to-reach areas. The NLSA is also offered in the language of instruction for almost all student groups.

Some mechanisms are in place to ensure the quality of the NLSA, including that all booklets are numbered, and there is a standardized manual for administrators. Additionally, a pilot is conducted before the main data

collection takes place. Optical Mark Reader forms are used to collect student responses, and then scanned. A comprehensive technical report is also prepared, but its circulation is restricted.

Reports with results are made available for all stakeholder groups. The main reports contain information on overall achievement levels, results for subgroups, and information on performance trends over time. Workshops and presentations for key stakeholders are held to communicate the results.

NLSA results are used by some stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment. For example, the Ministry of Education, the donor community, and civil society use the results to monitor the overall quality of education. Very few teachers, however, use the NLSA results to inform their teaching or to improve student learning.

Currently, no mechanisms are in place to monitor the consequences of the NLSA.

#### Suggested policy options:

1. Make available a wide range of opportunities to prepare individuals for work on the NLSA, including funding for attending international programs or courses on educational measurement and evaluation; provide teachers with opportunities to learn about the NLSA by offering high-quality courses or workshops on NLSA on a regular basis.
2. Introduce a variety of mechanisms to monitor the consequences of the NLSA, such as providing funding for independent research on the impact of the NLSA, instituting a permanent oversight committee, or organizing themed conferences to provide a forum to discuss research on the consequences of the NLSA.

<sup>2</sup> The NLSA program in Zambia is referred to as the National Assessment Programme.

## International Large-Scale Assessment (ILSA)

### Level of development



Zambia has participated in three surveys (I, II, and III) carried out by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in the last ten years. Zambia has taken concrete steps to participate in SACMEQ IV.

There is a formal, publically-available policy document that addresses participation in SACMEQ. It is the SACMEQ general policy document, which is agreed upon by the SACMEQ Assembly of Ministers. The Assembly of Ministers meets every two years. Zambia does not have a country-specific policy document that deals with participation in ILSAs.

Funding for ILSA activities (specifically, SACMEQ) in Zambia has come from loans or external donors, and covers participation fees, implementation of the assessment exercise (e.g., printing booklets, travel to schools), processing and analyzing the data collected, reporting and disseminating the assessment results in Zambia, and attending international expert meetings for the assessment. Funding does not cover research and development activities.

There is a team and a national coordinator responsible for carrying out the SACMEQ activities. The team has attended all international workshops or meetings for the assessment. While Zambia offers some opportunities to learn about ILSAs, such as workshops on using international assessment databases as well as funding for attending international workshops or training, these opportunities are available only to the country's SACMEQ team members.

Zambia met all technical standards required to have its data presented in the main displays of the international SCAMEQ report.

Country-specific results and information for SACMEQ are regularly disseminated in Zambia. National-level dissemination of the results is conducted in all provinces and to all key stakeholders. National and international reports, as well as brochures and PowerPoint presentations with Zambia's results are distributed to key stakeholders. However, products to provide feedback to schools and educators about the results are not made available, and there is no media coverage of the results.

The results from SACMEQ have been used by Zambian policy makers and education leaders to try to improve education quality by tracking the impact of reforms on student achievement levels, as well as by informing curriculum improvement, teacher training programs, resource allocation, and other assessment activities (e.g., classroom assessment, examinations). However, it is not clear that decisions based on SACMEQ results have had a positive impact on students' achievement levels.

#### Suggested policy options:

1. Institutionalize participation in ILSA by having a formal policy document at the country level, and by introducing regular government funding for ILSA activities, including research and development.
2. Ensure effective uses of ILSA results by introducing widespread media coverage of the results; develop products that provide information about ILSA results and systematically make these products available to key stakeholders, including teachers and educators.



### Appendix 1: Assessment Types and Their Key Differences

	Classroom	Large-scale assessment Surveys		Examinations	
		National	International	Exit	Entrance
<b>Purpose</b>	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
<b>Frequency</b>	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
<b>Who is tested?</b>	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
<b>Format</b>	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
<b>Coverage of curriculum</b>	All subject areas	Generally confined to a few subjects	Generally confined to one or two subjects	Covers main subject areas	Covers main subject areas
<b>Additional information collected from students?</b>	Yes, as part of the teaching process	Frequently	Yes	Seldom	Seldom
<b>Scoring</b>	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 way to meeting minimum standard)	ESTABLISHED (Acceptable minimum standard)	ADVANCED (Best practice)	Justification
<b>EC—ENABLING CONTEXT</b>					
EC1—Policies					
EC2—Leadership, public engagement					
EC3—Funding					
EC4—Institutional arrangements					
EC5—Human resources					
<b>SA—SYSTEM ALIGNMENT</b>					
SA1—Learning/quality goals					
SA2—Curriculum					
SA3—Pre-, in-service teacher training					
<b>AQ—ASSESSMENT QUALITY</b>					
AQ1—Ensuring quality (design, administration, analysis)					
AQ2—Ensuring effective uses					

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

	LATENT	EMERGING	ESTABLISHED	ADVANCED
	<i>Absence of, or deviation from, the attribute</i>	<i>On way to meeting minimum standard</i>	<i>Acceptable minimum standard</i>	<i>Best practice</i>
<b>CLASSROOM ASSESSMENT</b>	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.
<b>EXAMINATIONS</b>	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.
<b>NATIONAL (OR SYSTEM-LEVEL) LARGE-SCALE ASSESSMENT</b>	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.
<b>INTERNATIONAL LARGE-SCALE ASSESSMENT</b>	There is no 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 reach 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 for Zambia**





This appendix provides the completed SABER-Student Assessment rubrics for each type of assessment activity in Zambia. 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 (as indicated by a thick border and an asterisk). 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.

# **ZAMBIA**

## *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.*

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

**ASSESSMENT QUALITY**

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

<p><b>LATENT</b></p> <p>● ○ ○ ○</p>	<p><b>EMERGING</b></p> <p>● ● ○ ○</p>	<p><b>ESTABLISHED</b></p> <p>● ● ● ○</p>	<p><b>ADVANCED</b></p> <p>● ● ● ●</p>
<p><b>ASSESSMENT QUALITY 1:</b> <i>Ensuring the quality of classroom assessment</i></p>			
<p>Classroom assessment practices suffer from widespread weaknesses or there is no information available on classroom assessment practices.</p>	<p>Classroom assessment practices are known to be weak.<sup>3</sup></p> <p style="text-align: right;">*</p>	<p>Classroom assessment practices are known to be of moderate quality.</p>	<p>Classroom assessment practices are known to be generally of high quality.</p>
<p>There are no mechanisms to monitor the quality of classroom assessment practices.</p>	<p>There are ad hoc mechanisms to monitor the quality of classroom assessment practices.<sup>4</sup></p> <p style="text-align: right;">*</p>	<p>There are limited systematic mechanisms to monitor the quality of classroom assessment practices.</p>	<p>There are varied and systematic mechanisms in place to monitor the quality of classroom assessment practices.</p>
<p><b>ASSESSMENT QUALITY 2:</b> <i>Ensuring effective uses of classroom assessment</i></p>			
<p>Classroom assessment information is not required to be disseminated to key stakeholders.</p>	<p>This option does not apply to this dimension.</p>	<p>Classroom assessment information is required to be disseminated to some key stakeholders.<sup>5</sup></p> <p style="text-align: right;">*</p>	<p>Classroom assessment information is required to be disseminated to all key stakeholders.</p>
<p>There are no required uses of classroom assessment to support student learning.</p>	<p>There are limited required uses of classroom assessment to support student learning.</p>	<p>There are adequate required uses of classroom assessment to support student learning, excluding its use as an input for external examination results.</p>	<p>There are adequate required uses of classroom assessment to support student learning, including its use as an input for external examination results.<sup>6</sup></p> <p style="text-align: right;">*</p>



*Classroom Assessment: Development level rating justifications*

1. Teacher Guides and Pupil task booklets were developed during the four years of the Continuous Assessment pilot, and are now available in select schools.
2. During the pilot phase of the Continuous Assessment project, some system-level mechanisms were developed and used to train teachers in classroom assessment practices in the pilot schools. Currently, these mechanisms are available only in select schools. Such mechanisms include pre- and in- service teacher training and opportunities for teachers to participate in conferences and workshops. Additionally, all teacher training programs include a required course on classroom assessment, and school inspection/teacher supervision includes a component that is focused on classroom assessment.
3. Additionally, classroom assessment activities are mainly about recalling information. Teachers do not use explicit or a priori criteria for scoring or grading students' work, and uneven application of standards for grading students' work is a serious problem. Furthermore, parents are poorly informed about students' grades. Classroom assessment is mainly used as an administrative or control tool rather than as a pedagogical resource, and is not aligned with the pedagogical or curricular framework.
4. Ad hoc mechanisms were in place to monitor the quality of assessment during the pilot phase of the Continuous Assessment project. The program is in the process of being scaled up.
5. Teachers are required to report on individual student's performance to students and parents.
6. Required uses of classroom assessment include diagnosing student learning issues, providing feedback to students on their learning, informing parents about their child's learning, planning next steps in instruction, grading students for internal classroom uses, and providing input to an external examination program. In practice, however, not all of the teachers and Standards Officers have the skills to use classroom assessment information to improve student learning.

# **ZAMBIA**

## *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.*

<p><b>LATENT</b></p> <p>● ○ ○ ○</p>	<p><b>EMERGING</b></p> <p>● ● ○ ○</p>	<p><b>ESTABLISHED</b></p> <p>● ● ● ○</p>	<p><b>ADVANCED</b></p> <p>● ● ● ●</p>
<p><b>ENABLING CONTEXT 1:</b> <i>Setting clear policies</i></p>			
<p>No standardized examination has taken place.</p>	<p>The standardized examination has been operating on an irregular basis.</p>	<p>The examination is a stable program that has been operating regularly.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension</p>
<p>There is no policy document that authorizes the examination.</p>	<p>There is an informal or draft policy document that authorizes the examination.</p>	<p>There is a formal policy document that authorizes the examination.<sup>1</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>The policy document is not available to the public</p>	<p>The policy document is available to the public.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>This option does not apply to this dimension.</p>	<p>The policy document addresses some key aspects of the examination.</p>	<p>The policy document addresses all key aspects of the examination.<sup>2</sup></p> <p style="text-align: right;">*</p>
<p><b>ENABLING CONTEXT 2:</b> <i>Having strong leadership</i></p>			
<p>All stakeholder groups strongly oppose the examination or are indifferent to it.</p>	<p>Most stakeholder groups oppose the examination.</p>	<p>Most stakeholders groups support the examination.</p>	<p>All stakeholder groups support the examination.<sup>3</sup></p> <p style="text-align: right;">*</p>
<p>There are no attempts to improve the examination by stakeholder groups.</p>	<p>This option does not apply to this dimension.</p>	<p>There are independent attempts to improve the examination by stakeholder groups.</p>	<p>There are coordinated attempts to improve the examination by stakeholder groups.</p> <p style="text-align: right;">*</p>
<p>Efforts to improve the examination are not welcomed by the leadership in charge of the examination</p>	<p>This option does not apply to this dimension.</p>	<p>Efforts to improve the examination are generally welcomed by the leadership in charge of the examination.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>

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<p>LATENT</p> <p>●○○○</p>	<p>EMERGING</p> <p>●●○○</p>	<p>ESTABLISHED</p> <p>●●●○</p>	<p>ADVANCED</p> <p>●●●●</p>
<p><b>ENABLING CONTEXT 3:</b> <i>Having regular funding</i></p>			
<p>There is no funding allocated for the examination.</p>	<p>There is irregular funding allocated for the examination.</p>	<p>There is regular funding allocated for the examination.<sup>4</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Funding covers some core examination activities: design, administration, data processing or reporting.</p>	<p>Funding covers all core examination activities: design, administration, data processing and reporting</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Funding does not cover research and development.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>	<p>Funding covers research and development.</p>
<p><b>ENABLING CONTEXT 4:</b> <i>Having strong organizational structures</i></p>			
<p>The examination office does not exist or is newly established.</p>	<p>The examination office is newly established.</p>	<p>The examination office is a stable organization.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>The examination office is not accountable to an external board or agency.</p>	<p>This option does not apply to this dimension.</p>	<p>The examination office is accountable to an external board or agency.<sup>5</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>Examination results are not recognized by any certification or selection system.</p>	<p>Examination results are recognized by certification or selection system in the country.</p>	<p>Examination results are recognized by one certification or selection system in another country.</p>	<p>Examination results are recognized by two or more certification or selection system in another country.<sup>6</sup></p> <p style="text-align: right;">*</p>
<p>The examination office does not have the required facilities to carry out the examination.</p>	<p>The examination office has some of the required facilities to carry out the examination.</p>	<p>The examination office has all of the required facilities to carry out the examination.<sup>7</sup></p> <p style="text-align: right;">*</p>	<p>The examination office has state of the art facilities to carry out the examination.</p>

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<p>LATENT</p> <p>●○○○</p>	<p>EMERGING</p> <p>●●○○</p>	<p>ESTABLISHED</p> <p>●●●○</p>	<p>ADVANCED</p> <p>●●●●</p>
<p><b>ENABLING CONTEXT 5:</b> <i>Having effective human resources</i></p>			
<p>There is no staff to carry out the examination.</p>	<p>The examination office is inadequately staffed to effectively carry out the examination, issues are pervasive.<sup>8</sup> *</p>	<p>The examination office is adequately staffed to carry out the examination effectively, with minimal issues.</p>	<p>The examination office is adequately staffed to carry out the assessment effectively, with no issues.</p>
<p>The country does not offer opportunities that prepare for work on the examination. *</p>	<p>This option does not apply to this dimension.</p>	<p>The country offers some opportunities that prepare for work on the examination.</p>	<p>The country offers a wide range of opportunities that prepare for work on the examination.</p>





**SYSTEM ALIGNMENT**

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

<p><b>LATENT</b></p> <p>● ○ ○ ○</p>	<p><b>EMERGING</b></p> <p>● ● ○ ○</p>	<p><b>ESTABLISHED</b></p> <p>● ● ● ○</p>	<p><b>ADVANCED</b></p> <p>● ● ● ●</p>
<p><b>SYSTEM ALIGNMENT 1:</b> <i>Aligning examinations with learning goals and opportunities to learn</i></p>			
<p>It is not clear what the examination measures.</p>	<p>This option does not apply to this dimension.</p>	<p>There is a clear understanding of what the examination measures.<sup>9</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>What the examination measures is questioned by some stakeholder groups.</p>	<p>This option does not apply to this dimension.</p>	<p>What is measured by the examination is largely accepted by stakeholder groups.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>Material to prepare for the examination is minimal and it is only accessible to very few students.</p>	<p>There is some material to prepare for the examination that is accessible to some students.</p>	<p>There is comprehensive material to prepare for the examination that is accessible to most students.<sup>10</sup></p> <p style="text-align: right;">*</p>	<p>There is comprehensive material to prepare for the examination that is accessible to all students.</p>
<p><b>SYSTEM ALIGNMENT 2:</b> <i>Providing teachers with opportunities to learn about the examination</i></p>			
<p>There are no courses or workshops on examinations available to teachers.</p>	<p>There are no up-to-date courses or workshops on examinations available to teachers.</p>	<p>There are up-to-date voluntary courses or workshops on examinations available to teachers.<sup>11</sup></p> <p style="text-align: right;">*</p>	<p>There are up-to-date compulsory courses or workshops on examinations for teachers.</p>
<p>Teachers are excluded from all examination-related tasks.</p>	<p>Teachers are involved in very few examination-related tasks.</p>	<p>Teachers are involved in some examination-related tasks.<sup>12</sup></p> <p style="text-align: right;">*</p>	<p>Teachers are involved in most examination-related tasks.</p>

**ASSESSMENT QUALITY**

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

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>ASSESSMENT QUALITY 1:</b> <i>Ensuring quality</i>			
There is no technical report or other documentation.	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. <sup>13</sup> *	There are varied and systematic mechanisms in place to ensure the quality of the examination.
<b>ASSESSMENT QUALITY 2:</b> <i>Ensuring fairness</i>			
Inappropriate behavior surrounding the examination process is high. <sup>14</sup> *	Inappropriate behavior surrounding the examination process is moderate.	Inappropriate behavior surrounding the examination process is low.	Inappropriate behavior surrounding the examination process is marginal.
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. <sup>15</sup> *	This option does not apply to this dimension.
The majority of the students (over 50%) may not take the examination because of language, gender, or other equivalent barriers.	A significant proportion of students (10%-50%) may not take the examination because of language, gender, or other equivalent barriers. <sup>16</sup> *	A small proportion of students (less than 10%) 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.

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<p>LATENT</p> <p>● ○ ○ ○</p>	<p>EMERGING</p> <p>● ● ○ ○</p>	<p>ESTABLISHED</p> <p>● ● ● ○</p>	<p>ADVANCED</p> <p>● ● ● ●</p>
<p><b>ASSESSMENT QUALITY 3:</b> <i>Using examination information in a fair way</i></p>			
<p>Examination results are not used in a proper way by all stakeholder groups.</p>	<p>Examination results are used by some stakeholder groups in a proper way.</p>	<p>Examination results are used by most stakeholder groups in a proper way.</p>	<p>Examination results are used by all stakeholder groups in a proper way.<sup>17</sup></p> <p style="text-align: right;">*</p>
<p>Student names and results are public.</p>	<p>This option does not apply to this dimension.</p>	<p>Students' results are confidential.<sup>18</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p><b>ASSESSMENT QUALITY 4:</b> <i>Ensuring positive consequences of the examination</i></p>			
<p>There are no options for students who do not perform well on the examination, or students must leave the education system.</p>	<p>There are very limited options for students who do not perform well on the examination.</p>	<p>There are some options for students who do not perform well on the examination.<sup>19</sup></p> <p style="text-align: right;">*</p>	<p>There is a variety of options for students who do not perform well on the examination.</p>
<p>There are no mechanisms in place to monitor the consequences of the examination.</p>	<p>This option does not apply to this dimension.</p>	<p>There are some mechanisms in place to monitor the consequences of the examination.<sup>20</sup></p> <p style="text-align: right;">*</p>	<p>There is a variety of mechanisms in place to monitor the consequences of the examination.</p>



*Examinations: Development level rating justifications*





1. Examinations Council of Zambia Act and the Education Policy, Educating Our Future policy document.
2. Specifically, the policy document outlines governance, the distribution of power and responsibilities among key entities; it describes the purpose of the examination and the authorized uses of results; identifies the funding sources; outlines procedures to investigate and address security breaches, cheating or other forms of inappropriate behavior; outlines procedures for special/disadvantaged students and specifies who can sit for the examination; identifies the rules about preparation of the examination, explains alignment with curricula and standards and explains the format of the examination questions.
3. All stakeholder groups support the examination, including policymakers, teacher unions, educators, students, parents, the media, think-tanks and NGOs, universities and employers.
4. Specifically, the Examinations Council of Zambia is semi-autonomous and is covered by an Act of Parliament. The Minister of Education appoints the Board of the Examinations Council of Zambia, and the Board reports to the Minister. The Ministry provides policy guidance to the Council and subvention grants. Therefore, funding for examinations is regular and is only from the government.
5. The Examinations Council of Zambia is accountable to the government through its parent, the Ministry of Education.
6. In all British Commonwealth countries and all foreign countries.
7. The required facilities include computers for all technical staff, secure buildings, secure storage facilities, access to adequate computer servers, the ability to back up data and adequate communication tools.
8. There is a permanent or full-time staff, but it is insufficient to meet the needs of the examination. There have been issues with carrying out examination activities, such as frequent errors in data processing. Additionally, there is poor training of test administrators and unclear instructions and guidelines for administering the examination.
9. The examinations are aligned to the curriculum through the development of test specification tables. What is not in place are assessment schemes (assessment syllabuses), which are an elaboration of the test specification intended for dissemination to schools. Assessment schemes are broad scopes within which all test items are derived. This includes the description of learning outcomes, competencies and skills expected within the scope of assessment and defined content areas.
10. Information on how to prepare for the examination is available, and there is a report on the strengths and weaknesses of the students' performance.

11. The courses, however, are not available to all teachers. Teachers are eligible to participate in the courses if they meet certain criteria. The courses offered are on examination setting, marking and analyzing results.
12. The examination-related tasks include administering the examination, scoring the examination, acting as a judge (i.e., in orals), supervising examination procedures and ensuring that candidates subject entries are properly completed.
13. Examples of the systematic mechanisms that are in place to ensure the quality of the examination include internal and external review or observers, pilot/field testing, translation verification and pre-testing that is conducted for all Grade 7 examination papers.
14. Inappropriate behavior surrounding the examination process has included leakage of the content of an examination paper or part of a paper prior to the examination; impersonation (when an individual other than the registered candidate takes the examination); copying from other candidates; using unauthorized materials such as prepared answers and notes; collusion among candidates via mobile phones, passing of paper or equivalent; substitution of scripts; and marker malpractice (specifically, the deliberate alteration of a mark designed to inflate or deflate a candidate's original mark).
15. For example, the examinations are used for selection to the next level of education, by employers for identifying who to employ and by parents to select the school in which to enroll their children.
16. Examinations fees at grade 7 were abolished and all students can take the examinations. Subsidized fees are charged for the Grade 9 and 12 examinations and all pupils can take the examination in those classes as well as out-of-school youths who wish to sit or repeat the examinations provided they are undergoing continuous tuition.
17. Examination results are used for certification and selection purposes to higher levels, for recruitment to employment, by Civil Society to assess the quality of education and by government to monitor the quality of education.
18. An individual student can access their results but the individual student's results are not public.
19. Students who do not perform well on the examination may retake the examination, attend remedial or preparatory courses in order to prepare to retake the examination, opt for less selective schools/universities/tracks, repeat the grade or they can leave the education system.
20. Predictive studies are commissioned by the Council from time to time. Additionally, there is funding for independent research on the impact of the examination, and expert review groups are organized.

**ZAMBIA**  
*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.*

<p>LATENT</p> 	<p>EMERGING</p> 	<p>ESTABLISHED</p> 	<p>ADVANCED</p> 
<p><b>ENABLING CONTEXT 1:</b> <i>Setting clear policies for NLSA</i></p>			
<p>No NLSA exercise has taken place.</p>	<p>The NLSA has been operating on an irregular basis.</p>	<p>The NLSA is a stable program that has been operating regularly.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>There is no policy document pertaining to NLSA.</p>	<p>There is an informal or draft policy document that authorizes the NLSA.</p>	<p>There is a formal policy document that authorizes the NLSA.<sup>1</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>The policy document is not available to the public.</p>	<p>The policy document is available to the public.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>There is no plan for NLSA activity.</p>	<p>This option does not apply to this dimension.</p>	<p>There is a general understanding that the NLSA will take place.</p> <p style="text-align: right;">*</p>	<p>There is a written NLSA plan for the coming years.</p>
<p><b>ENABLING CONTEXT 2:</b> <i>Having strong public engagement for NLSA</i></p>			
<p>All stakeholder groups strongly oppose the NLSA or are indifferent to it.</p>	<p>Some stakeholder groups oppose the NLSA.</p>	<p>Most stakeholders groups support the NLSA.</p>	<p>All stakeholder groups support the NLSA.<sup>2</sup></p> <p style="text-align: right;">*</p>

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<p>LATENT</p> <p>●○○○</p>	<p>EMERGING</p> <p>●●○○</p>	<p>ESTABLISHED</p> <p>●●●○</p>	<p>ADVANCED</p> <p>●●●●</p>
<p><b>ENABLING CONTEXT 3:</b> <i>Having regular funding for NLSA</i></p>			
<p>There is no funding allocated to the NLSA.</p>	<p>There is irregular funding allocated to the NLSA.</p>	<p>There is regular funding allocated to the NLSA.<sup>3</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Funding covers some core NLSA activities: design, administration, analysis and reporting.</p>	<p>Funding covers all core NLSA activities: design, administration, analysis and reporting.<sup>4</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Funding does not cover research and development activities.</p>	<p>This option does not apply to this dimension.</p>	<p>Funding covers research and development activities.</p> <p style="text-align: right;">*</p>
<p><b>ENABLING CONTEXT 4:</b> <i>Having strong organizational structures for NLSA</i></p>			
<p>There is no NLSA office, ad hoc unit or team.<sup>5</sup></p>	<p>The NLSA office is a temporary agency or group of people.</p>	<p>The NLSA office is a permanent agency, institution or unit.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Political considerations regularly hamper technical considerations.</p>	<p>Political considerations sometimes hamper technical considerations.</p>	<p>Political considerations never hamper technical considerations.</p> <p style="text-align: right;">*</p>
<p>This option does not apply to this dimension.</p>	<p>The NLSA office is not accountable to a clearly recognized body.</p>	<p>The NLSA office is accountable to a clearly recognized body.<sup>5</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>

(CONTINUED)

<p>LATENT</p> <p>● ○ ○ ○</p>	<p>EMERGING</p> <p>● ● ○ ○</p>	<p>ESTABLISHED</p> <p>● ● ● ○</p>	<p>ADVANCED</p> <p>● ● ● ●</p>
<p><b>ENABLING CONTEXT 5:</b> <i>Having effective human resources for NLSA</i></p>			
<p>There is no staff allocated for running an NLSA.</p>	<p>The NLSA office is inadequately staffed to effectively carry out the assessment.<sup>6</sup></p> <p style="text-align: right;">*</p>	<p>The NLSA office is adequately staffed to carry out the NLSA effectively, with minimal issues.</p>	<p>The NLSA office is adequately staffed to carry out the NLSA effectively, with no issues.</p>
<p>The country does not offer opportunities that prepare individuals for work on NLSA.<sup>7</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>	<p>The country offers some opportunities to prepare individuals for work on the NLSA.</p>	<p>The country offers a wide range of opportunities to prepare individuals for work on the NLSA.</p>

**SYSTEM ALIGNMENT**

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

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

**ASSESSMENT QUALITY**

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

<p>LATENT</p> <p>●○○○</p>	<p>EMERGING</p> <p>●●○○</p>	<p>ESTABLISHED</p> <p>●●●○</p>	<p>ADVANCED</p> <p>●●●●</p>
<p><b>ASSESSMENT QUALITY 1:</b> <i>Ensuring the quality of the NLSA</i></p>			
<p>No options are offered to include all groups of students in the NLSA.</p>	<p>This option does not apply to this dimension.</p>	<p>At least one option is offered to include all groups of students in the NLSA.<sup>8</sup></p> <p style="text-align: right;">*</p>	<p>Different options are offered to include all groups of students in the NLSA.</p>
<p>There are no mechanisms in place to ensure the quality of the NLSA.</p>	<p>This option does not apply to this dimension.</p>	<p>There are some mechanisms in place to ensure the quality of the NLSA.<sup>9</sup></p> <p style="text-align: right;">*</p>	<p>There are a variety of mechanisms in place to ensure the quality of the NLSA.</p>
<p>There is no technical report or other documentation about the NLSA.</p>	<p>There is some documentation about the technical aspects of the NLSA, but it is not in a formal report format.</p>	<p>There is a comprehensive technical report but with restricted circulation.<sup>10</sup></p> <p style="text-align: right;">*</p>	<p>There is a comprehensive, high quality technical report available to the general public.</p>
<p><b>ASSESSMENT QUALITY 2:</b> <i>Ensuring effective uses of the NLSA</i></p>			
<p>NLSA results are not disseminated.</p>	<p>NLSA results are poorly disseminated.<sup>11</sup></p> <p style="text-align: right;">*</p>	<p>NLSA results are disseminated in an effective way.</p>	<p>This option does not apply to this dimension.</p>
<p>NLSA information is not used or is used in ways inconsistent with the purposes or the technical characteristics of the assessment.</p>	<p>This option does not apply to this dimension.</p>	<p>NLSA results are used by some stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment.<sup>12</sup></p> <p style="text-align: right;">*</p>	<p>NLSA information is used by all stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment.</p>
<p>There are no mechanisms in place to monitor the consequences of the NLSA.</p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>	<p>There are some mechanisms in place to monitor the consequences of the NLSA.</p>	<p>There are a variety of mechanisms in place to monitor the consequences of the NLSA.</p>



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

1. The formal policy document is called Focus on Learning.
2. All of the stakeholder groups are represented on the National Steering Committee, and they support the NLSA.
3. Funding is from government sources. There is a budget line in the Ministry of Education for national assessment that provides the budget for the NLSA activities every year.
4. Funding also covers long- or medium-term planning of program milestones and staff training
5. The NLSA office is accountable to the Ministry of Education.
6. Although there is an adequate number of permanent or full-time staff, certain issues hamper carrying out the NLSA effectively. These issues include: delays in administering the NLSA due to issues with the design of the questions; poor training of test administrators; unclear instructions and guidelines for administering the assessment; errors in scoring the NLSA that have led to delays in the results being reported; frequent errors in data processing, sampling and advanced item analysis.
7. Courses specific to the NLSA in particular, and assessment and measurement in general, are not offered in public institutions.
8. Accommodations or alternative assessments are provided for students with disabilities. Additionally, special plans are made to ensure that the NLSA is administered to students in hard-to-reach areas. The NLSA is also offered in the language of instruction for almost all student groups.
9. Mechanisms to ensure the quality of the NLSA instrument include that all booklets are numbered, there is a standardized manual for large-scale assessment administrators, and all proctors or administrators are trained according to a protocol. Additionally, a pilot is conducted before the main data collection takes place. Optical Mark Reader forms are employed during the NLSA, which are then scanned.
10. The consultant provided a copy of the report.
11. Reports with results are made available for all stakeholder groups. Specifically, the main reports on the results contain information on the overall achievement levels and subgroups. Additionally, the main reports on the results contain information on trends over time, overall and for subgroups. Workshops or presentations for key stakeholders are held to communicate the NLSA results.
12. Ministry of Education, the donor community and civil society use the results to monitor the quality of education. Very few teachers, however, use NLSA results to inform their teaching or improve student learning.

**ZAMBIA**  
*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.*

<p><b>LATENT</b></p> <p>● ○ ○ ○</p>	<p><b>EMERGING</b></p> <p>● ● ○ ○</p>	<p><b>ESTABLISHED</b></p> <p>● ● ● ○</p>	<p><b>ADVANCED</b></p> <p>● ● ● ●</p>
<p><b>ENABLING CONTEXT 1:</b> <i>Setting clear policies for ILSA</i></p>			
<p>The country/system has not participated in an ILSA in the last 10 years.</p>	<p>This option does not apply to this dimension.</p>	<p>The country/system has participated in at least one ILSA in the last 10 years.</p>	<p>The country/system has participated in two or more ILSA in the last 10 years. <sup>1</sup></p> <p style="text-align: right;">*</p>
<p>The country/system has not taken concrete steps to participate in an ILSA in the next 5 years.</p>	<p>This option does not apply to this dimension.</p>	<p>The country/system has taken concrete steps to participate in at least one ILSA in the next 5 years. <sup>2</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>
<p>There is no policy document that addresses participation in ILSA.</p>	<p>There is an informal or draft policy document that addresses participation in ILSA. <sup>3</sup></p> <p style="text-align: right;">*</p>	<p>There is a formal policy document that addresses participation in ILSA.</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>The policy document is not available to the public. <sup>4</sup></p> <p style="text-align: right;">*</p>	<p>The policy document is available to the public.</p>	<p>This option does not apply to this dimension.</p>
<p><b>ENABLING CONTEXT 2:</b> <i>Having regular funding for ILSA</i></p>			
<p>There is no funding for participation in ILSA.</p>	<p>There is funding from loans or external donors.</p> <p style="text-align: right;">*</p>	<p>There is regular funding allocated at discretion.</p>	<p>There is regular funding approved by law, decree or norm.</p>
<p>This option does not apply to this dimension.</p>	<p>Funding covers some core activities of the ILSA.</p>	<p>Funding covers all core activities of the ILSA. <sup>5</sup></p> <p style="text-align: right;">*</p>	<p>Funding covers all core activities of the ILSA.</p>
<p>Funding does not cover research and development activities. <sup>6</sup></p> <p style="text-align: right;">*</p>	<p>This option does not apply to this dimension.</p>	<p>This option does not apply to this dimension.</p>	<p>Funding covers research and development activities.</p>

(CONTINUED)

LATENT	EMERGING	ESTABLISHED	ADVANCED
<b>ENABLING CONTEXT 3:</b> <i>Having effective human resources for ILSA</i>			
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
<b>SYSTEM ALIGNMENT 1:</b> <i>Providing opportunities to learn about ILSA</i>			
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. <sup>7</sup>  *	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
<b>ASSESSMENT QUALITY 1:</b> <i>Ensuring the quality of ILSA</i>			
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. <sup>8</sup> *	The country/system met all technical standards required to have its data presented in the main displays of the international report.
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.
<b>ASSESSMENT QUALITY 2:</b> <i>Ensuring effective uses of ILSA</i>			
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. <sup>9</sup> *	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. <sup>10</sup> *	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. <sup>11</sup> *	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.

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

1. Zambia has participated in three SACMEQ surveys in the last ten years.
2. Zambia will participate in SACMEQ IV.
3. The formal policy document is SACMEQ's general policy that is established by the SACMEQ Assembly of Ministers, which meets every two years. In between the meetings of the Assembly of Ministers, the SACMEQ Managing Committee (elected by the Assembly of Ministers on a rotation basis every two years) guides the work of the SACMEQ Director and the SACMEQ Coordinating Center.
4. Funding covers international participation fees, implementation of the assessment exercise (e.g., printing booklets, travel to schools), processing and analyzing data collected from implementation of the assessment, reporting and disseminating the assessment results in Zambia and attendance at international expert meetings for the assessment.
5. At SACMEQ HQ level, donor support provides for research and development activities, but not at the country level.
6. Opportunities to learn about the ILSA include workshops or meetings on using international assessment databases as well as funding for attending international workshops or training on international assessments.
7. Opportunities include attendance at workshops and international meetings.
8. National-level dissemination of the results is conducted for all provinces and key stakeholders.
9. Copies of the national/system and international reports are distributed to key stakeholders; brochures and PowerPoint presentations with the country's/system's results are distributed to key stakeholders; and products providing feedback to schools or educators about the results have been made available.
10. Policy Briefs are produced and information is posted on the SACMEQ website.
11. The results of the ILSA have been used by policy makers or education leaders to improve education quality by tracking the impact of reforms on student achievement levels, as well as by informing curriculum improvement, teacher training programs, resource allocation and other assessment activities in the system (e.g., classroom assessment, examinations).

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