



### Key Policy Areas for Student Assessment

#### 1. Classroom Assessment

A formal, publicly available document provides guidelines for classroom assessment activities in Morocco. Resources and materials are available to teachers to support them in carrying out their assessment activities. Nonetheless, classroom assessment information tends to be used more as an administrative tool than as a pedagogical resource, and teachers' assessment practices are generally weak. Mechanisms to monitor the quality of classroom assessment practices are very limited.

#### Status

Emerging



#### 2. Examinations

The Baccalaureate Examination has been administered in its current form since 2003. The results are used to certify student completion of secondary education and to make decisions about student admission to higher education. The government provides regular funding for the examination. Funding covers all core assessment activities, as well as research and development. The examination office is stable and adequately staffed. However, formal mechanisms to ensure the quality of the examination process are limited, and some inappropriate behavior surrounding the examination has been reported.

Established



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

Le Programme National de l'Evaluation des Apprentissages (National Program for Assessment of Learning) was administered for the first time in 2008 to a representative random sample of students in primary (grades 4 and 6) and secondary (grades 8 and 9) schools. The assessment covered Arabic, French, mathematics, and science. The government allocates regular funding for the assessment, covering all core activities, but not research and development. Limited opportunities are available to learn about the assessment, particularly for teachers.

Emerging



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

In the last 10 years, Morocco has participated in the Progress in International Reading Literary Study (PIRLS) 2006 and 2011, and Trends in International Mathematics and Science Study (TIMSS) 2007, 2011, and 2015. The country has taken concrete steps to participate in PIRLS 2016. The Ministry of National Education and Vocational Training provides regular funding for ILSA activities. Morocco has effective human resources for ILSA and meets technical quality standards. It is not clear, however, that decisions based on ILSA data have had a positive impact on students' achievement levels, and media coverage of ILSA results is limited.

Established



## Table of Contents

Introduction .....	3
What is SABER--Student Assessment? .....	3
Education in Morocco .....	7
Classroom Assessment in Morocco .....	8
Examinations in Morocco .....	9
National Large-Scale Assessment in Morocco .....	11
International Large-Scale Assessment in Morocco .....	13
Appendix 1: Assessment Types and Their Key Differences .....	15
Appendix 2: Basic Structure of Rubrics for Evaluating Data Collected on a Student Assessment System .....	16
Appendix 3: Summary of the Development Levels for Each Assessment Type .....	17
Appendix 4: Methodology for Assigning Development Levels .....	18
Appendix 5: SABER--Student Assessment Rubrics for Morocco .....	19
Acknowledgments .....	53
References .....	53

## Introduction

Morocco 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 efforts to improve education quality and learning outcomes because 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, Morocco 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 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 the assessment activities in terms of the adequacy of the information they generate to support decision making. There are three main drivers of information quality in an assessment system: the enabling context, system alignment, and assessment quality.

	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.

*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

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 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 Morocco

Morocco is a lower-middle-income country in the Middle East and North Africa region. In 2014, GDP per capita was US\$3,103 (current US\$) and annual GDP growth was 2.6 percent. Unemployment has remained high, particularly among youth. Morocco's political context evolved smoothly through the Arab Spring, from the adoption of a new Constitution in 2011 which set the stage for a more open and democratic society, increased decentralization, and support for modern institutions to the current coalition government which continues to make constitutional reforms and take steps to reduce the fiscal deficit.

In 1999, the Government of Morocco adopted the National Education and Training Charter, and declared the decade from 2000 to 2009 as the "decade for education." In 2009, an Education Emergency Plan (EEP) for 2009-2012 was prepared to accelerate the reform process and draw on lessons learned from programs implemented in the previous decade. Net enrollment rates have increased at both the primary and secondary levels, with the net primary school enrollment rate rising from 79 percent in 2001 to 98 percent in 2014, and that for secondary levels growing from 40 percent in 2005 to 56 percent in 2012. Still, significant disparities in access and quality remain, particularly at the secondary level. For example, close to 46 percent of female youth of secondary school age are out of school, compared to 36 percent of male youth of the same age. Quality of education also remains low. According to results from the 2011 Trends in International Mathematics and Science Study (TIMSS), 74 percent of Moroccan students did not reach even the lowest of four benchmark levels in Grade 4 mathematics.

To address the issues of access and quality, Morocco has committed to reforming its education system. Specifically, the EEP enumerated three key policy areas, with the goal of improving education and training for all students. These areas are: (i) achieving universal basic education; (ii) strengthening system performance (teaching, management, and stewardship); and (iii) improving mobilization and utilization of resources.

Detailed information was collected on Morocco's student assessment system using the SABER-Student Assessment questionnaires and rubrics in order to benchmark it against best practices. Specifically, a local consultant with in-depth knowledge of, and experience with, the Moroccan education system oversaw the completion of the four SABER-Student Assessment questionnaires – one questionnaire each for Classroom Assessment, Examinations, National Large-Scale Assessment, and International Large-Scale Assessment. The data to complete these questionnaires was obtained through interviews and focus groups with key stakeholders and a review of existing official and technical documents. The information in the completed questionnaires was then applied to the SABER--Student Assessment rubrics (one rubric for each assessment type), and the conclusions of this report were determined on the basis of this analysis. 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 Morocco, 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 Morocco's immediate interests and needs. Appendix 5 provides detailed, completed rubrics for each assessment type.

## Classroom Assessment in Morocco

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### Level of development: EMERGING

There is a formal, system-level document, called “Supervising and Monitoring Continuous Assessment in the School Department,” which provides guidelines for classroom assessment activities in Morocco. This document is publicly available online, as well as at teacher training colleges.

Teachers benefit from a variety of system-level mechanisms for ensuring that they develop skills and expertise in classroom assessment. These mechanisms include pre- and in-service teacher training programs; opportunities to participate in conferences and workshops; and opportunities to participate in the development or scoring of large-scale assessments and examinations.

Teachers also have access to a number of resources to support their classroom assessment activities, including documents that outline what their students are expected to learn and what levels of performance they are expected to reach at different grade levels. Other resources include textbooks and workbooks that provide support for classroom assessment; and item banks with examples of questions. However, teachers are not provided with explicit criteria or rubrics for evaluating students’ work. Such criteria or rubrics would make it easier for teachers to systematically evaluate students’ work against expected standards for the grade level.

According to key documents, classroom assessment is meant to be used for diagnosing student learning issues; providing feedback to students on their learning (including in the form of grades); informing parents about their child's learning; and planning next steps in instruction. Teachers typically carry out classroom assessment activities to meet external (system-level) requirements or information needs, and to inform their own teaching and their students’ learning.

It is rare to observe errors in the scoring of students' work, and grade inflation is not a serious problem. Nonetheless, in practice, classroom assessment activities are considered to be weak. This is because classroom assessment information is used more as an administrative tool than as a pedagogical resource, and provides little useful feedback to students. This is compounded by the fact that the assessments frequently focus on student recall of information.

Only one mechanism—school inspection and teacher supervision—is used to monitor the quality of classroom assessment practices throughout the system. Classroom assessment is not a required component of a teacher’s performance evaluation. In addition, government funding is not available for research on the quality of classroom assessment activities or on ways to improve them.

Classroom assessment information is required to be disseminated to all key stakeholders, including students, parents, and education officials. However, it is not used as an input for external examination results.

Suggested policy options:

**1. Improve the quality of classroom assessment practices by providing more focused training on this topic to teachers.**

For example, introduce a required course on classroom assessment to all teacher training programs. As part of this course, reinforce the core pedagogical purposes of classroom assessment activities and the uses of classroom assessment information to support student learning. Also as part of this course, instruct teachers in how to use explicit criteria and rubrics for evaluating students' work.

The Ministry of National Education and Vocational Training might also consider preparing a short guidebook for teachers on assessment techniques. For example, in Uganda, a 50-page guidebook on the topic of test construction was developed and disseminated to teachers. The guidebook included easy-to-understand, non-technical information on the purposes of assessment, assessment design, and uses of assessment results.

**2. Further strengthen monitoring of classroom assessment practices by instituting additional systematic mechanisms.** Such mechanisms might include incorporating classroom assessment into teachers' performance evaluations; putting in place an external moderation system to help review and standardize the difficulty of classroom assessments and scoring criteria; and providing funding for research on the quality of classroom assessment activities and ways to improve them.

## Examinations in Morocco

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### Level of development: ESTABLISHED

The Baccalaureate Examination is authorized by the Ministry of National Education and Vocational Training and has been regularly administered in its current form since 2003. The results are used to certify student completion of upper-secondary education and to make decisions about student admission to higher education. "The Ministerial Decision for Organizing the Examinations for Obtaining the Baccalaureate Certificate" is a publicly available document that authorizes the examination. This document specifies the examination's purpose, its alignment with the official national curriculum, governance arrangements, and eligibility for sitting for the examination. Most stakeholder groups strongly support the examination program.

The government provides regular funding for the examination. Funding covers all core examination activities, as well as research and development.

The National Center for Evaluation, Examinations, and Orientation (NCEEEO) has had primary responsibility for running the Baccalaureate Examination since 2003. The center has all of the necessary facilities and technology to carry out the examination program.

In terms of human resources, the examination office is adequately staffed at the national level, utilizing additional support from inspectors and trainers as necessary. Several opportunities are available to interested stakeholders to prepare for work on the examination program, including funding for attending international programs, courses, or workshops on educational measurement and evaluation; and internships in the examination office. However, there are no relevant university graduate programs or courses at local universities. While, in general, there are no issues with the performance of permanent staff at the NCEEEO, test administrators, who are mainly teachers, tend not to receive sufficient training to be able to successfully carry out their responsibilities, especially when they are new in the role.

Teachers are involved in most examination-related tasks, including selecting or creating examination questions and scoring guides, administering the examination, and scoring student responses. A mixture of compulsory and voluntary workshops on these topics is organized by academies, inspectors, and the National Director of Training to help prepare teachers for these roles.

Materials to prepare for the Baccalaureate Examination are available free of charge to all students. These materials include sample questions, general information on how to prepare, and a framework document explaining what is measured by the examination. All students can take the examination; there are no language, gender, or other barriers. Some inappropriate behavior has been reported during past examination administrations, including students copying from other

candidates, using unauthorized materials such as prepared answers and notes, and intimidating examination supervisors and other officials. At the same time, the examination results are generally perceived as credible, although the media have at times been critical of them. Examination results are recognized abroad and accepted for entrance to various European higher learning institutions, as well as to institutions in some Arab and Asian countries.

Examination results are not confidential. Student names and results are public, available not only to schools and parents, but also to ministries, nongovernmental organizations, academies, and provinces via various electronic sites.

Students who do not perform well on the examination do not have to leave the education system, but can instead retake the examination, apply to less-selective schools, or repeat the grade.

Limited mechanisms are in place to ensure the technical quality of the Baccalaureate Examination. For example, there is some documentation on the technical aspects of the examination, albeit not in formal report format. In addition, teachers are used as internal verifiers in the final stages of question design to determine time requirements and suggest revisions. Other quality assurance mechanisms, such as using external reviewers or field testing, do not take place.

The only mechanism in place to monitor the consequences of the examination are regular focus groups or surveys of key stakeholders. The NCEEEO also analyzes student response data after the examination to provide feedback to national commissions and supervisors in support of general quality-improvement efforts.

Suggested policy options:

**1. Introduce additional systematic mechanisms to ensure the quality of the examination.** For example, pilot the examination questions or carry out an external review of the quality of the examination. Additionally, prepare a comprehensive, high-quality technical report on the examination and make it publicly available. Finally, ensure that test administrators are adequately prepared to carry out their duties by instituting mandatory upfront training. Short quizzes could be administered at the beginning and end of these trainings to measure participants' knowledge of proper administration procedures and to identify and address any knowledge gaps in advance of the examination administration.

**2. Enhance the fairness of the examination by putting in place mechanisms to prevent and address inappropriate behaviors.** In addition to the draft policy and book of procedures to combat fraud that are currently under review, consider introducing clear guidelines for all key stakeholders (including students, parents, teachers, administrators, and examination developers) on what constitutes appropriate and inappropriate behaviors during the examination process, and specify the consequences for engaging in an inappropriate behavior. Ensure that the guidelines are easily accessible to all, including the general public.

**3. Ensure confidentiality of students' examination results.** For example, instead of reporting results by name, a unique identification number could be assigned to each student taking the examination, with examination results reported according to these numbers.

## National Large-Scale Assessment (NLSA) in Morocco

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### Level of development: EMERGING

Morocco's *Le Programme National de l'Evaluation des Apprentissages* (National Program for Assessment of Learning) was first administered in 2008 to a representative random sample of students in primary (grades 4 and 6) and secondary (grades 8 and 9) schools. Students were assessed in the areas of Arabic, French, mathematics, and science. Special plans were made to ensure that the assessment was administered to students in hard-to-reach parts of the country. While the assessment was offered in the language of instruction for almost all student groups, there were no accommodations or alternative assessments for students with disabilities.

The main purposes of this NLSA include monitoring education quality at the system level; supporting schools and teachers; and informing policy design, evaluation, and decision-making. The formal policy document (*Le Programme National de l'Evaluation des Apprentissages*, issued by the Ministry of National Education and Vocational Training authorizing the NLSA) is publically available. Although there is no written plan, there is a common understanding that the next NLSA will take place in 2016.

The NLSA is well aligned with the rest of the education system. It measures performance against the official curriculum. Internal reviews took place following the 2008 administration to ensure that the assessment was measuring what it was intended to measure.

In general, there is support for the NLSA from stakeholder groups and no noted opposition, although teacher unions question the importance of the assessment.

Regular funding is allocated to the NLSA and covers all core NLSA activities. Funding does not cover research and development activities.

The NLSA office is a permanent unit, with permanent full-time staff, in the National Center for Evaluation, Examinations, and Orientation (NCEEO). NCEEO is part of the Ministry of National Education and Vocational Training, and is responsible for NLSA instrument development, while Regional Academies for Education and Training (AREFs) finance the administration, in-service teacher training, and use of the results. The NCEEO is accountable to the Minister, who is accountable to the government and the parliament.

Issues that have been identified with the performance of those responsible for running the NLSA include poor training of test administrators, unclear instructions and guidelines for administering the assessment, and a deficiency in teachers' abilities to use the results. More training of core NLSA staff is needed, particularly in the areas of data analysis and use (for example, producing action plans or writing policy briefs).

There are some limited opportunities to prepare individuals for work on the NLSA program. These include short-term employment with NCEEO, funding for attending international workshops, and occasional workshops organized by the ministry or NCEEO. Such opportunities are available to a limited number of staff. University courses or graduate programs focused on educational measurement and evaluation are not available.

A variety of mechanisms are in place to ensure the quality of the NLSA, including a standardized manual for assessment administrators, pilots of instruments before the main data collection, and the numbering of booklets. A comprehensive, high-quality technical report was prepared for the 2008 assessment and is available to the general public. Key stakeholders and the public learned about the results of the 2008 NLSA through targeted communications, including via workshops and various media outlets.

Mechanisms have been put in place to monitor the consequences of the NLSA, including a permanent oversight committee and themed conferences that provide a forum to discuss research and other data on the NLSA. However, funding for independent research is not available.

Suggested policy options:

**1. Ensure sustainability, successful planning, and implementation of the National Program for Assessment of Learning by developing a formal, written plan for the next two to three assessment rounds.** The plan should specify who will be tested and in what subject areas; the levels of the system at which data should be analyzed and reported; and key stakeholder groups to be targeted for communication and use of the results.

**2. Increase the capacity of those currently responsible for NLSA activities and ensure the quality of future assessment specialists by providing regular, formal opportunities to learn about educational measurement and evaluation.** For example, develop regular, comprehensive training courses or workshops on educational measurement and evaluation, and make them available to NCEE staff and others carrying out key NLSA activities. Additionally, offer required courses or workshops for teachers responsible for key NLSA activities, such as test administration, and provide a certificate of completion to those teachers.

To build a pipeline of suitably qualified assessment specialists, develop and introduce graduate and undergraduate university courses that specifically focus on educational measurement and evaluation.

## International Large-Scale Assessment (ILSA) in Morocco

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### Level of development: ESTABLISHED

In the past 10 years, Morocco has participated in several ILSAs, including the 2006 and 2011 Progress in International Reading Literacy Study (PIRLS) and the 2007, 2011, and 2015 Trends in International Mathematics and Science Study (TIMSS). It has also taken concrete steps to participate in PIRLS 2016. PIRLS and TIMSS are overseen by the International Association for the Evaluation of Educational Achievement (IEA). There is no formal policy document addressing Morocco's participation in ILSAs. However, the government signs individual agreements with the IEA for each PIRLS or TIMSS exercise in which it participates.

Funding for ILSA activities is allocated at the discretion of the Ministry of National Education and Vocational Training. Funding covers all core ILSA activities, but does not cover research and development.

The National Research Coordinator, appointed by the Minister of National Education and Vocational Training, is responsible for each ILSA exercise. A sufficiently staffed team is also in place. The team has previous experience working on ILSAs, and comprises individuals with the necessary training to carry out the required activities effectively, with no errors, delays, or other issues. At the same time, there is a need for further team capacity-building in the areas of ILSA data analysis and effective uses of ILSA results.

Opportunities to learn about ILSAs are limited, and include workshops and meetings on using ILSA databases, and funding for attending international training. These opportunities are offered to individuals working directly on a specific ILSA exercise, and to inspectors and teachers. University or online courses on the topic of ILSAs are not available.

Morocco met all technical standards required to have its data presented in the main displays of each PIRLS and TIMSS international report. The country has also contributed to the global knowledge base on ILSAs through the publication of a comparative report on the results for Morocco of PIRLS, TIMSS, and PNEA, Morocco's national large-scale assessment program.

ILSA results have been disseminated to stakeholders throughout the country, including schools and educators, through targeted reports, brochures, and presentations. However, the results have received limited coverage by the media, and do not appear on the front page of newspapers or as the main story on the TV news.

ILSA results have been used in a variety of ways to inform decision-making in Morocco, including to track the impact of reforms on student achievement levels and to inform curriculum improvement, teacher training programs, resource allocation, and other assessment activities. In addition, the Ministry's national education strategy is partially based on the results of TIMSS, PIRLS, PNEA, and other assessments. However, it is not clear that decisions based on ILSA results have had a positive impact on overall student achievement levels in the country.

Suggested policy options:

**1. Increase the availability of informed and technically competent individuals who could work on ILSAs by expanding in-country opportunities to learn about these assessment activities.** For example, begin to develop a cadre of informed

individuals and potential future ILSA staff by offering university students opportunities to learn about ILSAs, including by taking university courses or shadowing ILSA practitioners.

**2. Enhance the effectiveness of the communication of ILSA results to key stakeholders. For example, develop a highly tailored communications and dissemination strategy that includes the media.**

In 2013, key education stakeholders in Zambia came together to devise a broad-reaching communications plan that would raise awareness about learning outcomes across the country and motivate citizens to take action. Each activity in the communications plan was designed to reach specific audiences. An easy-to-read brochure featuring a summary of national assessment findings and recommendations for action was created for teachers, school administrators, and policymakers; a 10-minute film entitled, “Are Zambia’s Children Learning?”, was created for parents and other concerned citizens and aired on broadcast television; and a DVD, including a teacher discussion guide and case studies on effective teaching strategies, was developed for use in in-service teacher trainings.

In Ireland, following the release of the 2003 Program for International Student Assessment (PISA) results, a teacher’s guide to the mathematics achievements of Irish 15-year-olds on the test was published. The guide included examples of PISA test items, along with information on student performance and the extent to which Irish teachers teach PISA-type mathematics.

## 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

Assessment Type	LATENT	EMERGING	ESTABLISHED	ADVANCED
	<i>Absence of 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 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 for Morocco**

This appendix provides the completed SABER--Student Assessment rubrics for each type of assessment activity in Morocco. In each row of the rubric, the relevant selection is indicated by a shaded cell. The selection may include a superscript number that refers to the justification for the selection. The justification text can be found in the “Development-level rating justifications” section at the end of the rubric. If a row includes a superscript number, but not a shaded cell, this means that insufficient information was available to determine the relevant selection in the row.

## **Morocco**

### ***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 
<b>ENABLING CONTEXT AND SYSTEM ALIGNMENT 1:</b> <i>Setting clear guidelines for classroom assessment</i>			
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. <sup>1</sup>	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. <sup>2</sup>
<b>ENABLING CONTEXT AND SYSTEM ALIGNMENT 2:</b> <i>Aligning classroom assessment with system learning goals</i>			
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. <sup>3</sup>	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.	There is an official curriculum or standards document that specifies what students are expected to learn and to what level of performance. <sup>4</sup>
<b>ENABLING CONTEXT AND SYSTEM ALIGNMENT 3:</b> <i>Having effective human resources to carry out classroom assessment activities</i>			
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.	There are a variety of system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment. <sup>5</sup>

**ASSESSMENT QUALITY**

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

<p><b>LATENT</b> ● ○ ○ ○</p>	<p><b>EMERGING</b> ● ● ○ ○</p>	<p><b>ESTABLISHED</b> ● ● ● ○</p>	<p><b>ADVANCED</b> ● ● ● ●</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. There are no mechanisms to monitor the quality of classroom assessment practices.</p>	<p>Classroom assessment practices are known to be weak.<sup>6</sup> There are ad hoc mechanisms to monitor the quality of classroom assessment practices.<sup>7</sup></p>	<p>Classroom assessment practices are known to be of moderate quality. There are limited systematic mechanisms to monitor the quality of classroom assessment practices.</p>	<p>Classroom assessment practices are known to be generally of high quality. 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. There are no required uses of classroom assessment to support student learning.</p>	<p>This option does not apply to this dimension. There are limited required uses of classroom assessment to support student learning.</p>	<p>Classroom assessment information is required to be disseminated to some key stakeholders. There are adequate required uses of classroom assessment to support student learning, excluding its use as an input for external examination results.<sup>9</sup></p>	<p>Classroom assessment information is required to be disseminated to all key stakeholders.<sup>8</sup> There are adequate required uses of classroom assessment to support student learning, including its use as an input for external examination results.</p>

**Classroom Assessment:** *Development-level rating justifications*

1. There is a formal, system-level document titled, "Supervising and Monitoring Continuous Assessment in the School Department," which provides guidelines for classroom assessment.
2. The "Supervising and Monitoring Continuous Assessment in the School Department" document is available to the public online and at teacher training colleges.
3. The following resources are typically available to teachers for their classroom assessment activities:
  - A document that outlines what students are expected to learn in different subject areas at different grade or age levels
  - A document that outlines the level(s) of performance that students are expected to reach in different subject areas at different grade or age levels
  - Textbooks or workbooks that provide support for classroom assessment
  - Item banks or pools with examples of selection/multiple-choice or supply/open-ended questions
  - Online assessment resources

The following resources are not typically available:

- Scoring criteria or rubrics for students' work
- Computer-based testing with instant reports on students' performance

4. There is an official curriculum or standards document that outlines what students at different grade or age levels are expected to learn and to what performance level.

5. The following mechanisms exist to ensure that teachers develop skills and expertise in classroom assessment:

- Pre-service teacher training
- In-service teacher training
- Online resources on classroom assessment
- Opportunities to participate in conferences and workshops
- Opportunities to participate in item development for, or scoring of, large-scale assessments or exams
- School inspection or teacher supervision includes component focused on classroom assessment

6. The following characteristics are very common of student assessment activities:

- Provide little useful feedback to students
- Mainly used as administrative or control tool rather than as pedagogical resource

The following characteristics are common of student assessment activities:

- Are mainly about recalling information

- Teachers do not use explicit or a priori criteria for scoring or grading students' work

The following characteristic is not common of student assessment activities:

- Rely mainly on multiple-choice, selection-type questions

The following characteristics are rarely present for student assessment activities:

- It is common to observe errors in the scoring or grading of students' work
- Uneven application of standards for grading students' work is a serious problem
- Grade inflation is a serious problem
- Not aligned with pedagogical or curricular framework

7. There is one mechanism in place to monitor the quality of classroom assessment activities:

- Classroom assessment is a required component of school inspection or teacher supervision

The following system-level mechanisms are not in place:

- Classroom assessment is a required component of a teacher's performance evaluation
- There is an external moderation system that reviews the difficulty of classroom assessment activities, appropriateness of scoring criteria, etc.
- National or other system-wide reviews of the quality of education include a focus on classroom assessment
- Government funding is available for research on the quality of classroom assessment activities and how to improve classroom assessment

8. Schools or teachers are required to report to the following on individual student performance:

- School district/education ministry officials
- Parents
- Students

9. The following are the required uses of classroom assessment activities to promote and inform student learning:

- 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

Classroom assessment is not used as an input for external examination results.

# MOROCCO

## *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><b>EMERGING</b> ● ● ○ ○</p>	<p><b>ESTABLISHED</b> ● ● ● ○</p>	<p><b>ADVANCED</b> ● ● ● ●</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.<sup>1</sup></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>2</sup></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.<sup>3</sup></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.<sup>4</sup></p>	<p>The policy document addresses all key aspects of the examination.</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.<sup>5</sup></p>	<p>All stakeholder groups support the examination.</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.<sup>6</sup></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.<sup>7</sup></p>	<p>This option does not apply to this dimension.</p>

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LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
<b>ENABLING CONTEXT 3:</b> <i>Having regular funding</i>			
There is no funding allocated for the examination.	There is irregular funding allocated for the examination.	There is regular funding allocated for the examination. <sup>8</sup>	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. <sup>9</sup>	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding does not cover research and development.	This option does not apply to this dimension.	Funding covers research and development. <sup>10</sup>
<b>ENABLING CONTEXT 4:</b> <i>Having strong organizational structures</i>			
The examination office does not exist or is newly established.	The examination office is newly established.	The examination office is a stable organization. <sup>11</sup>	This option does not apply to this dimension.
The examination office is not accountable to an external board or agency. <sup>12</sup>	This option does not apply to this dimension.	The examination office is accountable to an external board or agency.	This option does not apply to this dimension.
Examination results are not recognized by any certification or selection system.	Examination results are recognized by a 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 systems in another country. <sup>13</sup>
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. <sup>14</sup>

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<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 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 carry out the examination effectively; issues are pervasive.</p>	<p>The examination office is adequately staffed to carry out the examination effectively, with minimal issues.<sup>15</sup></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.<sup>16</sup></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*

LATENT ●○○○	EMERGING ●●○○	ESTABLISHED ●●●○	ADVANCED ●●●●
<b>SYSTEM ALIGNMENT 1:</b>			
<i>Aligning examinations with learning goals and opportunities to learn</i>			
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. <sup>17</sup>	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. <sup>18</sup>	This option does not apply to this dimension.
Material to prepare for the examination is minimal and is 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.	There is comprehensive material to prepare for the examination that is accessible to all students. <sup>19</sup>
<b>SYSTEM ALIGNMENT 2:</b>			
<i>Providing teachers with opportunities to learn about the examination</i>			
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.	There are up-to-date voluntary courses or workshops on examinations available to teachers. <sup>20</sup>	There are up-to-date compulsory courses or workshops on examinations for teachers. <sup>20</sup>
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. <sup>21</sup>

## 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. <sup>22</sup>	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>23</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.	Inappropriate behavior surrounding the examination process is moderate. <sup>24</sup>	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. <sup>25</sup>	The examination results are credible for all stakeholder groups.	This option does not apply to this dimension.
The majority of the students (more than 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.	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. <sup>26</sup>

(CONTINUED)

LATENT ● ○ ○ ○	EMERGING ● ● ○ ○	ESTABLISHED ● ● ● ○	ADVANCED ● ● ● ●
<b>ASSESSMENT QUALITY 3:</b> <i>Using examination information in a fair way</i>			
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. <sup>27</sup>	Examination results are used by all stakeholder groups in a proper way.
Student names and results are public. <sup>28</sup>	This option does not apply to this dimension.	Students' results are confidential.	This option does not apply to this dimension.
<b>ASSESSMENT QUALITY 4:</b> <i>Ensuring positive consequences of the examination</i>			
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. <sup>29</sup>	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. <sup>30</sup>	There is a variety of mechanisms in place to monitor the consequences of the examination.

**Examinations:** [Development-level rating justifications](#)

1. The Baccalaureate Exam, as the exit examination for upper-secondary school, has been applied since the protectorate, and reforms have improved it through the years. The current format has been administered since 2003.
  2. The Baccalaureate Exam is authorized by "The Ministerial Decision for Organizing the Examinations for Obtaining the Baccalaureate Certificate" document, signed by the Minister of National Education and Vocational Training.
  3. The ministerial decision is available and to, and easily accessed by, the public.
  4. The policy document includes the following:
    - It outlines governance, distribution of power, and responsibilities among key entities.
    - It describes the purpose of the examination.
    - It specifies who can sit for the examination.
    - It explains alignment with curricula and standards.
- The policy document does not include the following:
- It does not describe the authorized uses of results.
  - It does not state the funding sources.
  - It does not outline procedures to investigate and address security breaches, cheating, or other forms of inappropriate behavior.
  - It does not outline procedures for special/disadvantaged students

5. The following stakeholder groups strongly support the examination program:

- Policymakers
- Teacher unions
- Educators
- Students
- Media
- Universities

The following support the examination program:

- Parents

The following are neutral regarding the examination program:

- Think tanks, nongovernmental organizations or equivalent
- Employers

- 
- 6. Coordinated efforts have been made by stakeholder groups to improve the examination.
- 7. Efforts to improve the examination are generally welcomed by the leadership in charge of the examination.
- 8. There is regular funding allocated for the examination by the government.
- 9. The following activities are covered by funding allocated for the examination:
  - Examination design
  - Examination administration
  - Data analysis
  - Data reporting
  - Long- or medium-term planning of program milestones
  - Research and development
  - Staff training, activities not related to examination
- 10. Research and development activities are covered by funding for the examination.
- 11. The examination office has had primary responsibility for running the examination since 2003.
- 12. The office responsible for running the examination is accountable to the academy to which it belongs and is not accountable to an external body.
- 13. Baccalaureate holders easily secure admission to many European universities and other institutions of higher education, including in France, Spain, Germany, and Finland, in addition to Arab and Asian schools.
- 14. The examination office has the following:
  - Computers for all technical staff
  - Secure building
  - Secure storage facilities
  - Access to adequate computer servers
  - Ability to backup data
  - Adequate communication tools (phone, email, Internet)
- 15. Nationally, there are human resources available at the National Center for Evaluation, Examinations, and Orientation (NCEEO). The center also employs inspectors and trainers as needed.

One issue that has been identified with the performance of those responsible for the examination is poor training of test administrators who are mainly teachers, especially when they are new in the role.

16. The following opportunities are available in Morocco on an annual basis:

- Funding for attending international programs, courses, or workshops on educational measurement and evaluation
- Internships in the examination office

University graduate programs, courses, or non-university training courses or workshops on educational measurement and evaluation are not available.

17. The examination measures the national school curriculum guidelines or standards.

18. Stakeholder groups largely accept what is measured by the examination.

19. All students definitely have access to the materials needed to prepare for the examination. Materials are widely accessible by virtually all students (more than 90%) in a variety of learning contexts.

Publicly available materials include:

- Examples of the types of questions that are on the examination
- Information on how to prepare for the examination
- The framework document explaining what is measured on the examination

20. There are regularly updated, compulsory courses or workshops as well as regularly updated voluntary courses or workshops. Workshops are organized by academies, inspectors, or by the National Director of Training.

Such courses are usually available to all teachers.

Topics covered by the courses include: analyzing curricula, developing frameworks, designing items and correction codebooks, and creating checklists for correction and results presentation.

21. The following examination-related tasks are performed mainly by teachers:

- Selecting or creating examination questions
- Selecting or creating examination scoring guides
- Administering the examination
- Scoring the examination

The following examination-related tasks are not mainly performed by teachers:

- Acting as a judge (i.e. in orals)
- Supervising examination procedures
- Resolving inconsistencies between examination scores and school grades (i.e. moderation)

22. There is some documentation on the examination, but it is not in a formal report format.

23. The only mechanism in place to ensure the quality of the examination is internal review or observers. The National Examination Commission resorts to verifiers (typically teachers, but sometimes supervisors of certain subjects) at the end of the process of designing the questions. Verifiers take the examination, gauge the time to be spent on it by students, revise the language, and write a report suggesting improvements, if any.

The following mechanisms are not in place to ensure the quality of the examination:

- External review or observers
- External certification or audit
- Pilot or field testing
- Translation verification

24. The following inappropriate behaviors typically occur during the examination process:

- Copying from other candidates
- Use of unauthorized materials such as prepared answers and notes
- Collusion among candidates via mobile phone, passing of paper, or equivalent
- Intimidation of examination supervisors, markers or officials

The following inappropriate behaviors do not typically occur during the examination process:

- 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
- Issuance of forged certificates or alteration of results information
- Provision of external assistance via the supervisor, mobile phone or other means

25. Examination results are perceived as credible by education specialists, but sometimes attract criticism from the media.

26. All students can take the examination regardless of background, location, the ability to pay, or the like.

27. Some political parties use results for critical purposes, for example, voicing complaints about the low performance level of students or the administration

The following stakeholder groups do not use the examination results improperly:

- Teacher unions
- Educators
- Students
- Parents
- Media
- Think tanks, nongovernmental organizations, or equivalent
- Universities
- Employers

28. Students' results are made public as soon as the procedures are over. Their scores are posted in schools and communicated via MASSAR (a grading system) to parents, and put on various electronic sites accessible by ministries, nongovernmental organizations, academies, and provinces.

29. Students who don't perform well on the examination do not have to leave the education system and may retake the examination. They may also opt for less selective schools, universities, or tracks, or repeat the grade. However, students may not attend remedial or preparatory courses to prepare to retake the examination.

30. The only mechanism in place to monitor the consequences of the examination is regular focus groups or surveys of key stakeholders. The NCEE0 analyzes the questions after the Baccalaureate Exam, using item response theory (IRT) to provide feedback to national commissions and supervisors (inspectors who train, monitor, and coach teachers and ensure the curriculum is implemented and continuous assessment is properly administered) for regular improvement.

The following mechanisms are not in place to monitor the consequences of the examination:

- Funding for independent research on the impact of the examination
- A permanent oversight committee
- Studies (e.g. predictive validity) that are updated regularly
- Expert review groups

**MOROCCO**  
*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><b>LATENT</b> ● ○ ○ ○</p>	<p><b>EMERGING</b> ● ● ○ ○</p>	<p><b>ESTABLISHED</b> ● ● ● ○</p>	<p><b>ADVANCED</b> ● ● ● ●</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.<sup>1</sup></p>	<p>The NLSA is a stable program that has been operating regularly.</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>2</sup></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.<sup>3</sup></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.<sup>4</sup></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 NLSA or are indifferent to it.</p>	<p>Some stakeholder groups oppose the NLSA.</p>	<p>Most stakeholders groups support the NLSA.<sup>5</sup></p>	<p>All stakeholder groups support the NLSA.</p>

(CONTINUED)

<p><b>LATENT</b> ● ○ ○ ○</p>	<p><b>EMERGING</b> ● ● ○ ○</p>	<p><b>ESTABLISHED</b> ● ● ● ○</p>	<p><b>ADVANCED</b> ● ● ● ●</p>
<p><b>ENABLING CONTEXT 3:</b> <i>Having regular funding for NLSA</i></p>			
<p>There is no funding allocated to NLSA.</p>	<p>There is irregular funding allocated to the NLSA.</p>	<p>There is regular funding allocated to the NLSA.<sup>6</sup></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>7</sup></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.<sup>8</sup></p>	<p>This option does not apply to this dimension.</p>	<p>Funding covers research and development activities.</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.</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.<sup>9</sup></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.<sup>10</sup></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>11</sup></p>	<p>This option does not apply to this dimension.</p>

(CONTINUED)

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<p style="text-align: center;"><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>12</sup></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.</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.<sup>13</sup></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

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<p><b>SYSTEM ALIGNMENT 1:</b> <i>Aligning the NLSA with learning goals</i></p>			
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. <sup>14</sup>	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. <sup>15</sup>	What the NLSA measures is largely accepted by stakeholder groups.
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. <sup>16</sup>	This option does not apply to this dimension.
<p><b>SYSTEM ALIGNMENT 2:</b> <i>Providing teachers with opportunities to learn about the NLSA</i></p>			
There are no courses or workshops on the NLSA.	There are occasional courses or workshops on the NLSA. <sup>17</sup>	There are some courses or workshops on the NLSA offered on a regular basis.	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 
<b>ASSESSMENT QUALITY 1:</b> <i>Ensuring the quality of the NLSA</i>			
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. <sup>18</sup>	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. <sup>19</sup>
There is no technical report or other documentation about the NLSA.	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.	There is a comprehensive, high-quality technical report available to the general public. <sup>20</sup>
<b>ASSESSMENT QUALITY 2:</b> <i>Ensuring effective uses of the NLSA</i>			
NLSA results are not disseminated.	NLSA results are poorly disseminated.	NLSA results are disseminated in an effective way. <sup>21</sup>	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.	NLSA information is used by all stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment. <sup>22</sup>
There are no mechanisms in place to monitor the consequences of the NLSA.	This option does not apply to this dimension.	There are some mechanisms in place to monitor the consequences of the NLSA. <sup>23</sup>	There are a variety of mechanisms in place to monitor the consequences of the NLSA.

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

1. *Le Programme National de l'Évaluation des Apprentissages* (National Program for Assessment of Learning) was first administered five to 10 years ago and is administered one to two times every 10 years.
  2. The policy document is *Le Programme National de l'Évaluation des Apprentissages* (National Program for Assessment of Learning), a circular issued by the Ministry of National Education, Higher Education, and Scientific Research in 2009.
  3. The policy document is available to the public.
  4. There is a common understanding that the NLSA will take place in coming years. There is no written NLSA plan for the coming years.
  5. Think tanks, nongovernmental organizations or equivalent strongly support the NLSA. Teacher unions, educators, and the media support the NLSA. Policymakers, students, and parents are neutral regarding the NLSA. It is unclear how much universities and employers support or oppose the NLSA.
  6. There is regular funding allocated to the NLSA.
  7. Funding covers: assessment design, assessment administration, data analysis, data reporting, long- or medium-term planning of program milestones, and staff training.
  8. Funding does not cover research and development activities.
  9. The National Center for Evaluation, Exams, and Orientation (NCEEO) and Regional Academies for Education and Training (AREFs) are responsible for running the assessment. Instrument development is carried out by NCEEO. AREFs are responsible for financing administration, in-service training, and using the results.
  10. Political considerations never hamper technical considerations.
  11. The NLSA office is accountable to a clearly recognized body. It is accountable to an external, nongovernmental board or committee.
  12. There is permanent or full-time staff, but it is insufficient to meet the needs of the assessment. The following issue has been identified with the performance of human resources responsible for the NLSA: poor training of test administrators or unclear instructions and guidelines for administering the assessment. In particular, there is a deficiency in teacher competencies related to using test results.
- The following issues have not been identified: delays in administering the assessment due to issues with the design of the questions; errors in scoring that have led to delays in results being reported; weaknesses in test design; omission of curricular topics; frequent errors in the test questions; frequent errors in data processing.

13. The following opportunities are available annually to prepare individuals for work on the NLSA:

- Funding for attending international programs or courses or workshops on educational measurement and evaluation
- Internships or short-term employment in the large-scale assessment office

The number of people who take part in such training sessions is limited.

The Ministry of National Education and Vocational Training or NCEE0 has also organized workshops with the launch of the new assessment program, for example as was done during the launch of the *L'évaluation des prérequis scolaires* (the assessment of schooling prerequisites) in 2009.

14. The NLSA measures performance against curriculum or learning standards.

15. Teacher unions question the importance of assessments.

16. The following mechanisms are in place to ensure that the NLSA measures what it is intended to measure:

- Regular independent review by qualified experts of the alignment between the assessment instrument and what it is supposed to measure
- Regular internal review of the alignment between the assessment instrument and what it is supposed to measure

17. There are occasional courses or workshops on the NLSA, and most courses are of high quality.

More training is needed, especially related to analysis and data exploitation, such as through action plans for improvement or policy briefs.

Presentations are not offered. Most teachers do not have access to live courses or workshops, or to online courses. Most courses do not provide teachers with relevant materials that they can use in their classrooms.

18. Special plans are made to ensure that the large-scale assessment is administered to students in hard-to-reach areas. The large-scale assessment is offered in the language of instruction for almost all student groups.

Accommodations or alternative assessments are not provided for students with disabilities.

19. The following mechanisms are in place to ensure the quality of the NLSA:

- All proctors or administrators are trained according to a protocol
- There is a standardized manual for large-scale assessment administrators.
- Discrepancies must be recorded on a standard sheet.
- A pilot is conducted before the main data collection takes place.
- All booklets are numbered.

- There is double data scoring.
- Scorers are trained to ensure high interrater reliability.
- There is double processing of data.
- External reviewers or observers are present.
- Internal reviewers or observers are present.

There is no external certification or audit.

20. There is a comprehensive, high-quality technical report available to the general public.

21. Results are disseminated in the following ways:

- Results are disseminated within 12 months after the large-scale assessment is administered.
- Reports with results are made available for all stakeholder groups.
- The main reports on the results contain information on overall achievement levels and subgroups.
- The main reports on the results contain information on trends over time overall and for subgroups.
- The main reports on the results contain standard errors.
- There is a media briefing organized to discuss results.
- There are workshops or presentations for key stakeholders on the results.
- Results are featured in newspapers, magazines, radio, or television.

22. NLSA information is used by all stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment.

23. The following mechanisms are in place to monitor the consequences of the NLSA:

- A permanent oversight committee
- Themed conferences that provide a forum to discuss research and other data on the consequences of the large-scale assessment

The following mechanisms are not in place:

- Funding for independent research on the impact of the large-scale assessment
- Regular focus groups or surveys of key stakeholders
- Expert review groups

**MOROCCO**  
*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><b>EMERGING</b> ● ● ○ ○</p>	<p><b>ESTABLISHED</b> ● ● ● ○</p>	<p><b>ADVANCED</b> ● ● ● ●</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>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>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.</p>	<p>There is a formal policy document that addresses participation in ILSA.<sup>3</sup></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>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>There is regular funding allocated at discretion.<sup>5</sup></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>6</sup></p>	<p>This option does not apply to this dimension</p>
<p>Funding does not cover research and development activities.<sup>7</sup></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>

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<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<p style="text-align: center;"><b>ENABLING CONTEXT 3:</b> <i>Having effective human resources for ILSA</i></p>			
<p>There is no team or national/system coordinator to carry out the ILSA activities.</p>	<p>There is a team or national/system coordinator to carry out the ILSA activities.</p>	<p>There is a team and national/system coordinator to carry out the ILSA activities.<sup>8</sup></p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>The national/system coordinator or other designated team member may not be fluent in the language of the assessment.</p>	<p>The national/system coordinator is fluent in the language of the assessment<sup>9</sup></p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>The ILSA office is inadequately staffed or trained to carry out the assessment effectively.</p>	<p>The ILSA office is adequately staffed or trained to carry out the ILSA effectively, with minimal issues.<sup>10</sup></p>	<p>The ILSA office is adequately staffed and trained to carry out the ILSA effectively, with no issues.</p>

**SYSTEM ALIGNMENT**

*Degree to which the ILSA 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>Providing opportunities to learn about ILSA</i></p>			
<p>The ILSA team has not attended international workshops or meetings.</p>	<p>The ILSA team attended some international workshops or meetings.</p>	<p>The ILSA team attended all international workshops or meetings.<sup>11</sup></p>	<p>This option does not apply to this dimension.</p>
<p>The country/system offers no opportunities to learn about ILSA.</p>	<p>This option does not apply to this dimension.</p>	<p>The country/system offers some opportunities to learn about ILSA.<sup>12</sup></p>	<p>The country/system offers a wide range of opportunities to learn about ILSA.</p>
<p>This option does not apply to this dimension.</p>	<p>This option does not apply to this dimension.</p>	<p>Opportunities to learn about ILSA are available to the country's/system's ILSA team members only.<sup>13</sup></p>	<p>Opportunities to learn about ILSA are available to a wide audience, in addition to the country's/system's ILSA team members.<sup>13</sup></p>

## 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 or 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>14</sup>	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. <sup>15</sup>
<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.	Country/system-specific results and information are regularly and widely disseminated in the country/system. <sup>16</sup>
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. <sup>17</sup>
There is no media coverage of the ILSA results.	There is limited media coverage of the ILSA results. <sup>18</sup>	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. <sup>19</sup>
It is not clear that decisions based on ILSA results have had a positive impact on students' achievement levels. <sup>20</sup>	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. In the past 10 years, Morocco participated in the Progress in International Reading Literacy Study (PIRLS) 2006 and 2011, and the Trends in International Mathematics and Science Study (TIMSS) 2007, 2011, and 2015.
  2. Concrete steps have been taken to participate in PIRLS 2016.
  3. There are formal agreements between the Ministry of Education and Vocational Training and the International Association for the Evaluation of Educational Achievement (IEA) about the participation of the Kingdom of Morocco in TIMSS 2015 and PIRLS 2016. The agreements, signed by the Minister of National Education and Vocational Training and the IEA, were authorized in 2014. The documents are not publicly available; a fee must be paid to the IEA to access them.
  5. The Ministry of National Education and Vocational Training provides regular funding, allocated at discretion. Until 2008, the World Bank sponsored TIMSS. Funding is not approved by law, decree or norm.
  6. Funding covers the following activities:
    - International participation fees
    - Implementation of the assessment exercise
    - Processing and analysis of data collected from implementation of the assessment exercise
    - Reporting and dissemination of assessment results
    - Attendance at international expert meetings for the assessment exercise
  7. Funding does not cover research and development.
  8. The National Research Coordinator, appointed by the Minister of National Education and Vocational Training, is responsible for the international assessment. There is also a team responsible for carrying out the assessment.
  9. The national coordinator is fluent in the language of the assessment.
  10. The team is sufficiently staffed, has previous experience working on international assessments, and has the necessary training or experience to carry out required assessment activities effectively.
- Team members have attended all of the international meetings related to the assessment.
- The only noted issue in carrying out the assessment is a necessity for more capacity building in assessment, specifically, data analysis and results exploitation in terms of pedagogical projects.

The following issues have not been identified:

- There have been errors or delays in the printing or layout of the test booklets.
- There have been errors or delays in the administration of the assessment.
- There have been complaints about poor training of test administrators.
- There have been issues with translation of the assessment instruments.
- There have been errors or delays in scoring student responses to questions.

11. The ILSA team attended all international workshops or meetings.

12. The following opportunities are offered:

- Workshops or meetings on using international assessment databases
- Funding for attending international workshops or training on international assessments

The following opportunities are not offered:

- University courses on the topic of international assessments
- Online courses on international assessments

13. The following groups benefit from opportunities to learn about international assessments:

- Individuals working directly on the specific international assessment exercise
- Inspectors
- Teachers

The following groups do not benefit from opportunities to learn about international assessments:

- University students studying assessment or a related area
- Professionals or university staff interested in assessment

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

15. Morocco has contributed to the global knowledge base on international assessments through the following:

- A concise report on PIRLS, TIMSS, and PNEA, Morocco's national large-scale assessment program
- Development of instruments to assess examination prerequisites for teachers to use in the classroom throughout the year

16. Country-specific results were disseminated in the following ways:
- Copies of the national report were distributed to key stakeholders.
  - Copies of the international report were distributed to key stakeholders.
  - Morocco's results were communicated through a press release.
  - Results received coverage on television or radio, or in newspapers.
  - Brochures and PowerPoint presentations with Morocco's results were made available online or distributed to key stakeholders.
  - Products providing feedback to the schools or educators about the results were made available.
  - Regional forums were organized in regions and were attended by all stakeholders in 2010.

Country-specific results were not disseminated through a national report made available online.

17. Products to provide feedback to schools and educators about ILSA results are systematically made available.

18. There are editorials or columns commenting on the international assessment results.

Assessment results are not on the front page of the newspapers or the main story on the TV news.

19. Results from the ILSA have been used in the following ways:

- Tracking the impact of reforms on student achievement levels
- Informing curriculum improvement
- Informing teacher training programs
- Informing other assessment activities in the system
- Informing resource allocation

In addition, the national strategy of the Ministry is partially based on results of TIMSS, PIRLS, PNEA, and other assessments, and done in coordination with the United States Agency for International Development (USAID), the United Nations Children's Fund (UNICEF), the Japan International Cooperation Agency (JICA), and others.

20. It is not clear that decisions based on ILSA results have had a positive impact on students' achievement levels.

## Acknowledgments

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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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