International Large-Scale Assessment Questionnaire
Dear Colleague,

Thank you for joining us in our efforts to collect data on student assessment systems around the world. We are excited to work with you. Your efforts are an important contribution to the SABER program, and a valuable input into the SABER-Student Assessment domain in particular.

What is SABER?

The Systems Approach for Better Education Results (SABER) is an evidence-based program of the World Bank to help countries systematically examine and strengthen the performance of their education systems. The World Bank launched the SABER program to support the implementation of its Education Strategy 2020. The initiative is being led by the Education Global Practice of The World Bank. Information on SABER can be found at http://go.worldbank.org/NK2EK7MKV0.

What is SABER-Student Assessment?

SABER-Student Assessment is one of the domains of the SABER program. The purpose of SABER-Student Assessment is to benchmark student assessment systems in developed and developing countries with the goal of promoting stronger assessment systems that contribute to improved education quality and learning for all. The World Bank is committed to supporting countries in their development of more effective student assessment systems; SABER-Student Assessment is a key component of this support.

The SABER-Student Assessment domain uses standardized questionnaires to collect information about a country’s assessment system in the following areas: Classroom Assessment, Examination, National-Large Scale Assessment, and International Large-Scale Assessment. The data collected with these questionnaires are used to benchmark the country’s assessment system, indicating the level of development (latent, emerging, established, or advanced) of each assessment type.

What is Your Role in the SABER-Student Assessment Data Collection Efforts?

As the person responsible for collecting the data needed to complete the SABER-Student Assessment questionnaires for a particular country, you have an important role. The information you collect will be used to benchmark the country’s assessment system, produce a report that describes the strengths and weaknesses of this system, and generate policy options for the country to consider. The information that you collect will also be made publicly available on the SABER website.

We are here to support you in your data collection efforts. Please do not hesitate to contact us if you have questions.

The SABER-Student Assessment Team
FOCUS OF THE SABER-Student Assessment Questionnaires

Each SABER-Student Assessment questionnaire focuses on a different facet of the assessment system:

Classroom Assessment Questionnaire: Allows for the collection of system-level (for example, country) information on classroom assessment policies and practices for both primary and secondary education and public and private schools. The first section of the questionnaire focuses on enabling factors and quality assurance procedures that support classroom assessment activities while the second section inquires about the uses of classroom assessment information.

Examination Questionnaire: Allows for the collection of system-level (for example, country) information on examination programs for both primary and secondary education and public and private schools. For each program, the questionnaire collects data on overall characteristics (section 1), as well as the specifics of the last few examination rounds (sections 2 and 3). (A separate questionnaire should be answered for each examination round for which data are being collected.) The last section of the questionnaire applies only to systems that do not have an examination program in place; it collects information that is relevant for developing such a program in the future.

National Large-Scale Assessment (NLSA) Questionnaire: Allows for the collection of system-level (for example, country) information on NLSA programs in primary and secondary education. For each NLSA, the questionnaire collects data on overall characteristics (section 1) as well as the specifics of the last few rounds (sections 2-4). (A separate questionnaire should be answered for each NLSA round for which data are being collected.) The last section of the questionnaire applies only to systems that do not have an NLSA program in place; it collects information that is relevant for developing such a program in the future.

International Large-Scale Assessment (ILSA) Questionnaire: Allows for the collection of general information on a system’s participation in one or more ILSAs during the last decade (section 1) as well as the specifics of the last few ILSA rounds (sections 2 and 3). (A separate questionnaire should be answered for each ILSA round for which data are being collected.) The last section of the questionnaire applies only to systems that have not participated in an ILSA in the last 10 years; it collects information that is relevant for future participation in such assessments.
**BEFORE STARTING DATA COLLECTION**

*Before you start completing this SABER-Student Assessment questionnaire, please:*

- **Identify the point person on the SABER-Student Assessment team with whom you will work to complete this questionnaire.** You can get this information from the country Task Team Leader (TTL) with whom you have been communicating regarding the SABER-Student Assessment initiative.

- **Confirm with the country TTL the level at which you will be completing this questionnaire.** The questionnaire asks for information at the “system level.” In most instances, this will mean the country or national level. However, it may, as required, also be used to refer to state, provincial, or other levels of the system. Please answer all questions with regard to the chosen level of the system, as confirmed by the country TTL.

- **Familiarize yourself with the layout of this questionnaire.** This questionnaire has four sections. Section 1 asks for general information about International Large-Scale Assessments (ILSAs) carried out in the system. Sections 2 and 3 ask about a specific ILSA round that took place in the system or is in progress. Section 4 is to be completed for systems in which no ILSA has taken place in the last 10 years.

- **Familiarize yourself with the format of the questions.** Response options for questions that employ the “drop-down” function in the electronic version of this questionnaire are listed in full in Annex 1.

- **Confirm with the country TTL the ILSA(s) for which you will be collecting detailed information.** In order to obtain as stable and accurate a picture as possible of ILSA activity in the system, it is recommended that you complete a set of up to four questionnaires, one for each of the three most recently completed ILSA rounds, plus any ILSA round currently in progress. In each questionnaire, you will need to indicate the particular ILSA round for which you are gathering data. If the information for different rounds is the same, you can complete one questionnaire for these rounds and indicate this by selecting the corresponding ILSA rounds and further explaining in the “Comments” section of question 2.

- **Identify key individuals you will contact who have primary knowledge of the ILSA(s) and access to relevant information.** Please provide information on the individuals who contributed to answering this questionnaire in the “Respondent Contact Information” section. You are also expected to use other sources of information (for example, reports, documents) as necessary. Please utilize multiple sources of information to validate your responses.

- **Consult official sources.** Responses to certain questions require information as published in official sources (for example, written policies, guidelines, or equivalent). Please refer to the relevant documents to provide the requested information.

- **Carefully read the definitions provided and keep them in mind as you answer the questionnaires.** This is important to ensure the comparability of data collected across countries and education systems.

- **Answer every question unless otherwise indicated.** Each question has a “Comments” section. Please use this area to provide additional information supporting your answer selection. For a question to which you do not know the answer, indicate “Do not know” and note the efforts that you made to obtain the requested information.
**COMMONLY USED TERMS**

During your data collection efforts, you may come across certain terms. Please find below definitions of commonly-used assessment terms.

**Classroom assessment**: The process of collecting, synthesizing, and interpreting information on student learning to aid in classroom decision making, support future student learning (that is, formative assessment), or judge student performance at a specific point in time (that is, summative assessment). Primarily carried out by teachers and students in their classrooms, it encompasses grading or scoring of student work, informal observations of students, oral quizzes, peer-to-peer assessment, student self-assessment, and end-of-year testing.

**Curriculum**: The body of material that operationalizes learning standards or goals and guides their translation into classroom instruction. Includes teaching materials, student learning materials, and learning activities.

**Cutoff score**: A value on a score scale that sets the boundary between one category and another. For example, the cutoff score for reaching a proficient level of achievement might be set at 500 points on an 800-point scale. Two or more cutoff scores can be used to define several categories or performance levels on a scale (for example, advanced, proficient, needs improvement).

**Data processing**: The procedures for capturing data (for example, scanning), cleaning data (for example, treating multiple responses to a multiple-choice question as incorrect), computing scores (for example, computing mean performance on different tests), and running statistical procedures (for example, computing precision of individual scores, classifying students into performance levels).

**Data reporting**: The process of producing communication tools (for example, reports, brochures, online resources) and communicating assessment results to the public, key stakeholders, or individual students.

**Examination**: A high-stakes assessment, the results of which are typically used to certify students (for example, for a secondary school diploma) or select them into further education (for example, university entrance examination). Usually covers the main domains (behaviors, competencies, knowledge, and skills) of the school curriculum, typically organized into subject areas (for example, language arts, mathematics). Usually involves standardized administration of a test(s) to a cohort of students under strict security conditions. School-based assessment is a special type of examination that uses assessments generated, designed, and/or administered in schools and evaluated by students’ own teachers. School-based assessments typically involve some form of external moderation or standardization that ensures at least a minimum acceptable level of comparability across different schools.
International Large-Scale Assessment (ILSA): Measures student performance with the aim of comparing overall performance levels across countries or education systems. Information is collected using standardized procedures on nationally-representative samples of students at a particular age or grade level. Typically provides information on related or contributing factors that may affect student performance. Results can be used to inform both education policy and practice. The best-known ILSAs include the Latin American Laboratory for Assessment of the Quality of Education [Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación] (LLECE), Programme for the Analysis of Education Systems [Programme d’analyse des systèmes éducatifs de la CONFEMEN] (PASEC), Progress in International Reading Literacy Study (PIRLS), Programme for International Student Assessment (PISA), Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), and Trends in International Mathematics and Science Study (TIMSS).

ILSA administration: The procedures required to contact schools, register participating schools and students, train proctors, and administer the ILSA to students.

ILSA design: All of the processes that lead to the construction of the final and/or official ILSA. These include creating the ILSA framework; developing questions, items, or tasks and assembling them into test booklets; piloting these questions, items, or tasks; and selecting them for the final and/or official administration.

ILSA framework: Also referred to as the ILSA specifications or blueprint (there is considerable variation in how these terms are used by different people), the ILSA framework provides an understanding of what is being assessed (domain) and an outline to guide the development of tests. Typically it provides a definition of the domain; describes the specific content and skills to be measured; and indicates the number of questions, items, or tasks to be included in the ILSA test. This information is usually summarized in a table of specifications or test blueprint. Usually based on a learning standards or curriculum document.

ILSA round: One full cycle of ILSA design, administration, data processing, and results reporting. For the purposes of this questionnaire, you will be collecting data on one or more ILSA rounds.

Item bank: Pool of questions, items, or tasks that can be retrieved for the preparation of a test or, in some instances, use in classroom instruction. Typically, the questions, items, or tasks are classified by subject area, instructional objectives, skills, and difficulty level, among other groupings. These classifications make it possible to retrieve questions, items, or tasks with known characteristics and build tests that match given test specifications. It also makes it possible for teachers and students to retrieve those that match their pedagogical and learning needs.

Learning standards: An outline of what is valued, recommended, or required for educators to teach and for students to know and be able to do. Meant to provide clear expectations for students and enable better preparation and communication among teachers, principals, parents, and education system leaders. They typically include three components: content standards (what students should know and be able to do), process standards (the cognitive skills that students should master, such as reasoning, problem solving, analyzing, and synthesizing), and performance standards (the degree to which students are expected to demonstrate their knowledge and skills in order to be considered successful learners).
**National Large-Scale Assessment (NLSA):** Measures student performance with the aim of describing overall performance levels in the education system as a whole. Usually covers the main domains (behaviors, competencies, knowledge, and skills) of the school curriculum or what is deemed important for life in modern society (for example, language arts, mathematics, problem solving, and use of technology). Usually involves standardized administration of tests to a sample or population (census) of students at a particular age or grade level. Typically provides information on related or contributing factors that may affect student performance levels. Results can be used to inform both education policy and practice, and consequences may be attached to the results.

**Performance level:** Involves classifying and describing student performance on a test in terms of the corresponding degree of competence in the domain (that is, subject area, behavior, skill) being tested. Performance levels define the knowledge and skills that students must typically demonstrate to be considered at a particular level of competence (for example, advanced, proficient, needs improvement) in the domain.

**Private schools:** Schools that are not fully owned, operated, and financed by the government. These include independent private schools (schools that operate completely separate from any government contracts, ownership, or finance), government-funded private schools (schools that are privately operated but receive payments or subsidies from the government), and privately managed schools (the state contracts with nongovernmental organizations to manage publicly-owned schools).

**Public schools:** Schools that are owned, operated, and financed by the government.

**Stakeholder:** A person or collective entity that has an interest or concern in education, such as students, parents, teachers, policy makers, business leaders, teacher unions, parent organizations, nongovernmental organizations, and the media.
Country/system-level information

Country for which this questionnaire is being completed:  
Click here to enter information.

If the questionnaire is not being completed at the country level, please indicate the level of the system (for example, state, province) for which data are being collected:  
Click here to enter information.

Date of data collection:  
Click here to enter information.

Respondent contact information

Country:  
Click here to enter information.

Name:  
Click here to enter information.

Affiliated institution:  
Click here to enter information.

Job title:  
Click here to enter information.

E-mail:  
Click here to enter information.

Telephone number:  
Click here to enter information.

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Click here to enter information.
SECTION 1

GENERAL INFORMATION
1. Has the system participated in an ILSA in the last 10 years?

   a. ☐ Yes
   b. ☐ No  → Go to question 27

Comments:
Click here to enter text.
2. In which ILSA(s) has the system participated in the last 10 years?

Please do not include participation in an Early Grade Reading Assessment (EGRA), Early Grade Mathematics Assessment (EGMA), Annual Status of Education Report (ASER), UWEZO, or equivalent in the below table. These assessments should be reported in the National Large-Scale Assessment questionnaire.

<table>
<thead>
<tr>
<th>I. ILSA.</th>
<th>II. Year of participation</th>
<th>III. Did the system complete the ILSA?</th>
<th>IV. Indicate the ILSA round that you will be using to complete questions 6 to 26 in this questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ☐ International Civic and Citizenship Education Study (ICCS)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>B. ☐ International Computer and Information Literacy Study (ICILS)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>C. ☐ Latin American Laboratory for Assessment of the Quality of Education (LLECE)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>D. ☐ Programme for the Analysis of Education Systems (PASEC)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>E. ☐ Progress in International Reading Literacy Study (PIRLS)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>F. ☐ Programme for International Student Assessment (PISA)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>G. ☐ Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>H. ☐ Trends in International Mathematics and Science Study (TIMSS)</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>I. ☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>J. ☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>K. ☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter year</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

In the “Comments” section below, please explain how you obtained the information that allowed you to rate the perceived quality of each resource.

Comments:

Click here to enter text.
3. In which upcoming ILSAs, if any, has the system taken concrete steps to participate? Examples of concrete steps include writing a proposal and work plan, allocating funding, or participating in an international meeting related to the assessment exercise.

I. ILSA.  
Select all that apply.  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>II. Year in which the system is planning to participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>☐ International Civic and Citizenship Education Study (ICCS)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>B.</td>
<td>☐ International Computer and Information Literacy Study (ICILS)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>C.</td>
<td>☐ Latin American Laboratory for Assessment of the Quality of Education (LLECE)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>D.</td>
<td>☐ Programme for the Analysis of Education Systems (PASEC)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>E.</td>
<td>☐ Progress in International Reading Literacy Study (PIRLS)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>F.</td>
<td>☐ Programme for International Student Assessment (PISA)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>G.</td>
<td>☐ Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>H.</td>
<td>☐ Trends in International Mathematics and Science Study (TIMSS)</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>I.</td>
<td>☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>J.</td>
<td>☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter year</td>
</tr>
<tr>
<td>K.</td>
<td>☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter year</td>
</tr>
</tbody>
</table>

Comments:  
Click here to enter text.

4. Is there a system-level policy document that mandates the system’s participation in ILSA?  

a. ☐ Yes  
b. ☐ No → Go to question 6

Comments:  
Click here to enter text.
Please provide information on the system-level policy document that mandates the system’s participation in ILSA(s).

<table>
<thead>
<tr>
<th>I. Document’s identifying information.</th>
<th>II. Type of document.</th>
<th>III. Does the document address the system’s participation in a particular ILSA or in ILSAs in general?</th>
<th>IV. Is the document available to the general public?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document citation:</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
</tr>
<tr>
<td>Authorizing body:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of authorization:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the “Comments” section below, please provide the Internet link or attach a copy of the document with your submission of the completed questionnaire. If there is more than one system-level document that authorizes the ILSA, provide information in the table for the most important document and comment on any other documents. If the document addresses participation in a particular ILSA, please specify which one.

Comments:
SECTION 2

THE INTERNATIONAL LARGE-SCALE ASSESSMENT (ILSA) IN PRACTICE
6. Did school educators provide students with the opportunity to be exposed to the content and skills (for example, science, problem solving) measured by the ILSA?

Select all that apply.

a. ☐ Yes, public school educators provided students with the opportunity to be exposed to the content and skills measured by the ILSA
b. ☐ Yes, private school educators provided students with the opportunity to be exposed to the content and skills measured by the ILSA
c. ☐ No → Go to question 8

Comments :
Click here to enter text.
7. Please provide the following information on how school educators provided students with the opportunity to be exposed to the content and skills measured by the ILSA.

To obtain the information required to answer this question, it is recommended that you: (a) conduct interviews with representatives of key stakeholder groups; and/or (b) conduct a literature review on the ways in which school educators provided opportunities for students to be exposed to the content and skills measured by the ILSA round(s) selected in question 2. Please provide the response that you think best represents the proportion of students and schools involved.

<table>
<thead>
<tr>
<th>I. How students were exposed to the content and skills measured by the ILSA.</th>
<th>II. Proportion of students who were exposed to the content measured by the ILSA using the selected approach.</th>
<th>III. Proportion of students who were exposed to the skills measured by the ILSA using the selected approach.</th>
<th>IV. Proportion of public schools that exposed students to the content and/or skills measured by the ILSA using the selected approach.</th>
<th>V. Proportion of private schools that exposed students to the content and/or skills measured by the ILSA using the selected approach.</th>
<th>VI. Please comment on whether the selected approach was a concern for key stakeholders in terms of accessibility and quality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ☐ As part of regular course instruction at school</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>B. ☐ As part of supplementary instruction (including in person and online) provided by the school</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>C. ☐ Other, please specify: Click here to enter text.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Comments:

Click here to enter text.
8. In practice, how aligned is the ILSA with other types of assessment activities for students of the same age or grade level (for example, in terms of the content or skills assessed, or the format or difficulty level of the assessment exercise)?

To obtain the information required to answer this question, it is recommended that you: (a) conduct interviews with staff from the ILSA unit and representatives of key stakeholder groups; (b) directly compare the questions, items, or tasks included in the ILSA with those used for other assessments; and/or (c) conduct a literature review on the alignment of the ILSA with other assessment types in the system. Please provide the response that you think best represents the extent of alignment.

<table>
<thead>
<tr>
<th>I. Assessment type.</th>
<th>II. Extent of alignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Classroom Assessment</td>
<td>Select one option.</td>
</tr>
<tr>
<td>B. Examinations</td>
<td>Select one option.</td>
</tr>
<tr>
<td>C. National Large-Scale Assessment</td>
<td>Select one option.</td>
</tr>
</tbody>
</table>

Please elaborate in the “Comments” section below on the extent of alignment of the ILSA with each assessment type. Support your responses with documentation where possible.

Comments:

Click here to enter text.
9. Did certain issues affect this ILSA round (for example, errors in the printing of test booklets, delays in administering the ILSA)?

To obtain the information needed to answer this question, it is recommended that you: (a) conduct interviews with staff from the ILSA unit and representatives of key stakeholder groups; and (b) review technical documentation on the ILSA round (for example, technical manual) that is the focus of this questionnaire. Please provide the response that you think best represents the extent to which the problem affected the ILSA round.

a. ☐ Yes
b. ☐ No  → Go to question 11

Comments:
Click here to enter text.

10. Please provide information on the issues that affected the ILSA round and the extent to which each issue affected the round.

<table>
<thead>
<tr>
<th>I. Issue.</th>
<th>II. Extent to which the issue affected the ILSA round.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ☐ Errors in the printing of test booklets</td>
<td>Select one option.</td>
</tr>
<tr>
<td>B. ☐ Delays in the printing of test booklets</td>
<td>Select one option.</td>
</tr>
<tr>
<td>C. ☐ Errors in administering the ILSA</td>
<td>Select one option.</td>
</tr>
<tr>
<td>D. ☐ Delays in administering the ILSA</td>
<td>Select one option.</td>
</tr>
<tr>
<td>E. ☐ Poor training of ILSA administrators</td>
<td>Select one option.</td>
</tr>
<tr>
<td>F. ☐ Errors in scoring student responses</td>
<td>Select one option.</td>
</tr>
<tr>
<td>G. ☐ Delays in scoring student responses</td>
<td>Select one option.</td>
</tr>
<tr>
<td>H. ☐ Errors in data processing</td>
<td>Select one option.</td>
</tr>
<tr>
<td>I. ☐ Delays in data processing</td>
<td>Select one option.</td>
</tr>
<tr>
<td>J. ☐ Errors in publishing results in the system</td>
<td>Select one option.</td>
</tr>
<tr>
<td>K. ☐ Other, please specify: Click here to enter text.</td>
<td>Select one option.</td>
</tr>
</tbody>
</table>

In the “Comments” section below, please elaborate on each selected issue. Specify if selected issues occurred in previous ILSA rounds, and whether issues not selected have occurred in previous ILSA rounds.

Comments:
Click here to enter text.
11. Did inappropriate behavior take place during the ILSA round?

To obtain the information required to answer this question, it is recommended that you: (a) conduct interviews with staff from the ILSA unit and representatives of key stakeholder groups (including students); and/or (b) review technical documentation on the ILSA round (for example, technical manual) that is the focus of this questionnaire. Please provide the response that you think best represents the extent to which the inappropriate behavior affected the credibility of the ILSA.

a. ☐ Yes  
b. ☐ No  \( \rightarrow \) Go to question 13

Comments:

Click here to enter text.
12. Please provide information on the inappropriate behavior that took place during the ILSA round that is the focus of this questionnaire.

**I. Inappropriate behavior.**  
*Select all that apply.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>[ ] Leakage of the content of the ILSA paper or part of a paper prior to ILSA administration</td>
<td>Select one option.</td>
</tr>
<tr>
<td>B.</td>
<td>[ ] Students being trained to answer specific questions on the ILSA</td>
<td>Select one option.</td>
</tr>
<tr>
<td>C.</td>
<td>[ ] Students being inappropriately excluded from taking the ILSA</td>
<td>Select one option.</td>
</tr>
<tr>
<td>D.</td>
<td>[ ] Students copying from other students</td>
<td>Select one option.</td>
</tr>
<tr>
<td>E.</td>
<td>[ ] Providing students assistance via teachers, supervisors, mobile phone, or equivalent during the administration of the ILSA</td>
<td>Select one option.</td>
</tr>
<tr>
<td>F.</td>
<td>[ ] Changing students’ responses after they have submitted their ILSA papers</td>
<td>Select one option.</td>
</tr>
<tr>
<td>G.</td>
<td>[ ] Changing students’ results (that is, scores) after their papers have been scored</td>
<td>Select one option.</td>
</tr>
</tbody>
</table>
| H. | [ ] Other, please specify:  
  Click here to enter text. | Select one option. | Click here to enter text. |

**II. Extent to which the credibility of the ILSA was compromised due to the inappropriate behavior.**

**III. For each selection, please specify (a) which stakeholders were involved, (b) what mechanisms were in place to address the inappropriate behavior, and (c) what mechanisms were subsequently put in place.**

Comments:  
Click here to enter text.
13. Which best describes the way in which the system’s data from the ILSA exercise were presented in the official international report?

- [ ] a. Data were presented in the main displays of the international report
- [ ] b. Data were presented beneath the main displays of the international report
- [ ] c. Data were not published in the international report
- [ ] d. Other, please specify:  
  
  Click here to enter text.

Comments:

Click here to enter text.

14. Were the ILSA results published within the system?

To obtain the information required to answer this question, it is recommended that you: (a) conduct interviews with staff from the ILSA unit(s), students, and representatives of key stakeholder groups; and (b) directly examine the published ILSA results.

- [ ] a. Yes
- [ ] b. No  
  
  Go to question 16

Comments:

Click here to enter text.
15. Please provide information on the ways in which ILSA results were made public within the system.

<table>
<thead>
<tr>
<th>I. What results were published?</th>
<th>II. Where were the results published?</th>
<th>III. Who had access to the results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select all that apply.</td>
<td>Select all appropriate responses from the drop-down list: Select all that apply.</td>
<td>Select all appropriate responses from the drop-down list: Select all that apply.</td>
</tr>
</tbody>
</table>

A. ☐ System mean scores
B. ☐ System results by performance levels
C. ☐ System results at the question, item, and/or task level
D. ☐ Ranking of international performance
E. ☐ Other, please specify: Click here to enter text.

Comments: Click here to enter text.

16. ILSA results were perceived as credible by:

To determine the extent to which the ILSA results were perceived as credible, it is recommended that you: (a) conduct interviews with representatives from key stakeholder groups (for example, teachers, parents, students, policy makers); and/or (b) conduct a literature review on the credibility of ILSA results in the system. Please provide the response that you think best represents the extent to which the results were perceived as credible.

a. ☐ All or almost all stakeholder groups (more than 90%)
b. ☐ Most stakeholder groups (more than 50% to 90%)
c. ☐ Some stakeholder groups (10% to 50%)
d. ☐ Very few stakeholder groups (less than 10%)

In the “Comments” section below, please specify if the credibility of the ILSA varies by stakeholder group and comment on the extent to which different stakeholder groups support the ILSA.

Comments: Click here to enter text.
17. In practice, how were ILSA results used in the system?

Select all that apply.

To obtain the information required to answer this question, it is recommended that you: (a) conduct interviews with staff from the ILSA unit(s) and representatives of key stakeholder groups; and/or (b) conduct a literature review on the uses of ILSA results in the system.

a. ☐ For monitoring education quality
b. ☐ For holding high-level officials accountable
c. ☐ For informing policy
d. ☐ For informing pedagogy
e. ☐ Other, please specify: Click here to enter text.

Comments:

Click here to enter text.
SECTION 3

ENABLING FACTORS
18. Was there a designated system coordinator responsible for the ILSA?
   a. ☐ Yes
   b. ☐ No

   Comments:
   Click here to enter text.

19. Was there a unit with primary responsibility for running the ILSA?
   a. ☐ Yes
   b. ☐ No

   In the “Comments” section below, please provide the name(s) of the selected unit(s). Specify if the selected unit(s) was a recognized national or international authority and/or leader in relation to the ILSA (for example, a unit that had power and influence in determining the ILSA agenda, had advocated for the improvement of the ILSA, and so on.)

   Comments:
   Click here to enter text.
Please provide the following information on the unit(s) that had primary responsibility for running the ILSA.

To obtain the information required to complete this question, it is recommended that you: (a) conduct interviews with staff from the ILSA unit(s); and/or (b) review the policy documents that provide guidelines on the governance of the ILSA.

**I. Unit**
Select all that apply.

**II. Was the selected unit permanent or temporary?**

**III. In what year did the unit assume primary responsibility for the ILSA?**

**IV. How many ILSA rounds (completed or not) had the unit overseen in the previous 10 years at the time of the ILSA round selected in question 2?**

**V. For which ILSA activities within the system was the unit responsible?**

Select all appropriate responses from the drop-down list:
Select all that apply.

**VI. Was the unit accountable to a clearly recognized body?**

Select all appropriate responses from the drop-down list:
Select all that apply.

A. ☐ Ministry of Education
Select one option.
Click here to enter year.
Select one option.
Click here to enter response options.
Click here to enter response options.

B. ☐ Sub-national branch(es) of the Ministry of Education
Select one option.
Click here to enter year.
Select one option.
Click here to enter response options.
Click here to enter response options.

C. ☐ Government office other than the Ministry of Education and sub-national branches of the Ministry of Education
Select one option.
Click here to enter year.
Select one option.
Click here to enter response options.
Click here to enter response options.

D. ☐ University
Select one option.
Click here to enter year.
Select one option.
Click here to enter response options.
Click here to enter response options.

E. ☐ Other, please specify:
Click here to enter text.
Select one option.
Click here to enter year.
Select one option.
Click here to enter response options.
Click here to enter response options.

In the “Comments” section below, please provide the name of selected unit(s). Specify if the selected unit(s) was a recognized national or international authority or leader in relation to the ILSA (that is, a unit that had power and influence in determining the ILSA agenda, had advocated for the improvement of the ILSA, and so on).

**Comments:**

Click here to enter text.
21. Was funding available for ILSA activities?

a. ☐ Yes
b. ☐ No  → Go to question 23

Comments:

Click here to enter text.
22. Please provide the following information on funding for ILSA activities within the system.

<table>
<thead>
<tr>
<th>I. ILSA activity.</th>
<th>II. What was the source of funding for the ILSA activity?</th>
<th>III. Was funding sufficient for carrying out the activity?</th>
<th>IV. What unit or team was responsible for carrying out the activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select all that apply.</td>
<td>Select all appropriate responses from the drop-down list: Select all that apply.</td>
<td>If option “b” is selected, please specify in the “Comments” section the ways in which funding was insufficient.</td>
<td>Please specify the name of the unit and whether it was the primary unit responsible for the ILSA or whether it was another unit to which the selected activity was outsourced.</td>
</tr>
<tr>
<td>A. ☐ ILSA project management</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>B. ☐ ILSA sampling</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>C. ☐ ILSA administration (for example, field work)</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>D. ☐ Scoring of open-ended ILSA questions</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>E. ☐ ILSA data processing (for example, data capturing)</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>F. ☐ ILSA data reporting</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>G. ☐ Other, please specify: Click here to enter text.</td>
<td>Click here to enter response options.</td>
<td>Select one option.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

Comments:
Click here to enter text.
23. Please indicate the extent to which the ILSA unit(s) had the following resources. If several units were involved, please provide an overall response that best represents the realities of all units.

To obtain this information, it is recommended that you: (a) conduct interviews with staff from the ILSA unit(s); and/or (b) visit the ILSA unit(s) and inquire about which resources were in place at the time of the ILSA round that is the focus of this questionnaire. Please provide the response that you think best represents the status of these resources at the ILSA unit(s).

<table>
<thead>
<tr>
<th>I. Resource.</th>
<th>II. Extent to which the ILSA unit(s) had the resource.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Appropriate computers for all technical staff</td>
<td>Select one option.</td>
</tr>
<tr>
<td>B. Appropriate software (for example, statistical packages)</td>
<td>Select one option.</td>
</tr>
<tr>
<td>C. Appropriate building security</td>
<td>Select one option.</td>
</tr>
<tr>
<td>D. Appropriate storage facilities</td>
<td>Select one option.</td>
</tr>
<tr>
<td>E. Appropriate computer servers</td>
<td>Select one option.</td>
</tr>
<tr>
<td>F. Appropriate communication tools (phone, email, Internet)</td>
<td>Select one option.</td>
</tr>
</tbody>
</table>

Comments:

Click here to enter text.
24. Please provide information on the individuals responsible for completing key ILSA activities (that is, administration, data processing, data reporting, planning, and research and development) at the time of the ILSA round selected in question 2.

<table>
<thead>
<tr>
<th>I. General profile of individuals responsible for completing key ILSA activities. Select all that apply.</th>
<th>II. To what extent did these individuals have the relevant qualifications (that is, professional experience and/or formal training in relevant topics) for the ILSA tasks that they had been assigned?</th>
<th>III. How effective were these individuals in completing their ILSA tasks?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ☐ Permanent staff of the ILSA unit</td>
<td>Select one option.</td>
<td>Select one option.</td>
</tr>
<tr>
<td>B. ☐ Permanent staff of other units (for example, curriculum unit)</td>
<td>Select one option.</td>
<td>Select one option.</td>
</tr>
<tr>
<td>C. ☐ Temporary staff hired to support the ILSA cycle (for example, ILSA administrators)</td>
<td>Select one option.</td>
<td>Select one option.</td>
</tr>
<tr>
<td>D. ☐ Teachers completing ILSA activities as part of their job responsibilities</td>
<td>Select one option.</td>
<td>Select one option.</td>
</tr>
<tr>
<td>E. ☐ Other, please specify: Click here to enter text.</td>
<td>Select one option.</td>
<td>Select one option.</td>
</tr>
</tbody>
</table>

In the “Comments” section below, please comment on the professional experience and formal training of the individuals involved in carrying out key ILSA activities. Specify in which key activities the different groups of individuals were involved. Specify what issues, if any, arose. Comment on the factors that affected different individual’s effectiveness in carrying out their ILSA activities (for example, whether there were sufficient numbers of staff for certain ILSA activities).

Comments: Click here to enter text.
25. Were opportunities available in the system to learn about the ILSA (for example, university programs, internships, funding for attending courses)?

To obtain the information required to answer this question, it is recommended that you: (a) conduct interviews with representatives of the ILSA unit(s); representatives from the programs, courses, and/or workshops on the ILSA; and key stakeholder groups; and (b) directly examine documentation about each opportunity to learn. Please provide the response that you think best represents the perceived quality of the opportunity to learn and the degree of access to this opportunity by stakeholders.

a. ☐ Yes
b. ☐ No  → Go to question 27

Comments:
26. Please provide the following information on the opportunities that were available in the system to learn about the ILSA.

<table>
<thead>
<tr>
<th>I. Opportunity</th>
<th>II. Perceived quality of the opportunity</th>
<th>III. Who benefited from the opportunity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. University graduate programs (master’s or doctorate level) on student assessment that include topics relevant to the ILSA (for example, test design, reporting)</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>B. University courses and/or workshops on the content and skills measured by the ILSA (for example, courses on curriculum and pedagogy)</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>C. Non-university courses and/or workshops on the content and skills measured by the ILSA (for example, courses on curriculum and pedagogy)</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>D. University courses and/or workshops on ILSA topics other than the content and skills measured by the ILSA (for example, test design, reporting)</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>E. Non-university courses and/or workshops on ILSA topics other than the content and skills measured by the ILSA (for example, test design, reporting)</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>F. Funding for attending international programs, courses, and/or workshops on student assessment that cover topics relevant to the ILSA</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>G. Internships and/or short-term employment in the unit running the ILSA</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>H. Presentations about the ILSA (for example, presentations on ILSA design, national implementation)</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
<tr>
<td>I. Other, please specify:</td>
<td>Select one option.</td>
<td>Click here to enter response options.</td>
</tr>
</tbody>
</table>

In the “Comments” section below, please comment on each selected opportunity and where it is made available.

Comments:

Click here to enter text.
This is the end of the questionnaire for those gathering data on an ILSA round(s) that took place sometime in the last 10 years.

THANK YOU FOR YOUR RESPONSES

Please ensure that you have answered all questions and that your responses are consistent with one another and accompanied by supporting evidence. Please save the document and keep a backup copy on file for one month after the completion of your work. Please send the completed questionnaire to the SABER-Student Assessment Team at the World Bank.
SECTION 4

IF THE SYSTEM HAS NOT PARTICIPATED IN AN ILSA

If the system has not participated in an ILSA in the last 10 years, please respond to the following questions.
27. Does the system plan to participate in an upcoming ILSA?

a. □ Yes
   b. □ No

*In the “Comments” section below, please specify: (a) the name and the year of the ILSA in which the system is planning to participate, and (b) what concrete steps the system has taken to participate (for example, writing a proposal and work plan, allocating funding, or participating in an international meeting related to the assessment exercise).*

Comments: 

Click here to enter text.

28. Is there a policy document supporting the system’s participation in an ILSA?

a. □ Yes
   b. □ No

*In the “Comments” section below, please provide: (a) the document citation, and (b) the relevant text from the document supporting participation in an ILSA. Please provide an Internet link to the document or submit a PDF or hard copy of the document when you are returning the completed questionnaire.*

Comments: 

Click here to enter text.

29. Is there currently an institution in the system that could run the ILSA?

a. □ Yes
   b. □ No

*In the “Comments” section below, please specify the name of the institution and comment on the resource capacity of the institution to run the ILSA.*

Comments: 

Click here to enter text.
30. **Are there currently human resources available to run the ILSA?**

   a. ☐ Yes  
   b. ☐ No

   *If yes, please specify in the “Comments” section below whether there is a sufficient number of individuals to effectively carry out all ILSA activities. In addition, please comment on the quality of these human resources, including their formal training and professional experience. If no, please specify what measures have been taken to build these human resources.*

   **Comments:**
   
   [Click here to enter text.]

31. **Do opportunities exist in the system to learn about student assessment (for example, university programs, internships, funding for attending courses)?**

   a. ☐ Yes  
   b. ☐ No

   *If yes, please specify in the “Comments” section below: (a) what opportunities are available; (b) how frequently each opportunity is made available; and (c) to whom each opportunity is made available. Please also comment on the extent to which each opportunity provides information on ILSAs. If no, please specify what measures have been taken to build or introduce opportunities for individuals to learn about student assessment and ILSAs.*

   **Comments:**
   
   [Click here to enter text.]
32. **Is funding available for ILSA activities?**

   a. [ ] Yes
   b. [ ] No

   *In the “Comments” section below, please specify: (a) the amount of funding; (b) the source of funding; and (c) what ILSA resources (for example, staff, infrastructure), activities, or other items the funding supports.*

   **Comments:**
   
   Click here to enter text.

---

**THANK YOU FOR YOUR RESPONSES**

Please ensure that you have answered all questions and that your responses are consistent with one another and accompanied by supporting evidence. Please save the document and keep a backup copy on file for one month after the completion of your work. Please send the completed questionnaire to the SABER-Student Assessment team at the World Bank.
Annex 1: Response options for “drop-down” questions

2. III. Did the system complete the ILSA?
   Select one option.
   a. Yes
   b. No, the system stopped its participation prior to completing all steps of the ILSA round
   c. No, the system is currently in the process of completing all steps of the ILSA round

5. II. Type of document.
   Select one option.
   a. Formal/official document (that is, for example, a document that has been sanctioned, approved, adopted, authorized, or equivalent by a system-level authority)
   b. Informal/draft document (that is, for example, a document that has not been finalized, sanctioned, approved, adopted, authorized, or equivalent by a system-level authority)

5. III. Does the document address the system’s participation in a particular ILSA or in ILSAs in general?
   Select one option.
   a. A particular ILSA
   b. ILSAs in general

5. IV. Is the document available to the general public?
   Select one option.
   a. Yes
   b. No

7. II. Proportion of students who were exposed to the content measured by the ILSA using the selected approach.
   Select one option.
   a. All or almost all students (more than 90%)
   b. Most students (more than 50% to 90%)
   c. Some students (10% to 50%)
   d. A marginal number of students (less than 10%)

7. III. Proportion of students who were exposed to the skills measured by the ILSA using the selected approach.
   Select one option.
   a. All or almost all students (more than 90%)
   b. Most students (more than 50% to 90%)
   c. Some students (10% to 50%)
   d. A marginal number of students (less than 10%)
7. IV. Proportion of public schools that exposed students to the content and/or skills measured by the ILSA using the selected approach.

*Select one option.*

a. All or almost all schools (more than 90%)
b. Most schools (more than 50% to 90%)
c. Some schools (10% to 50%)
d. A marginal number of schools (less than 10%)

7. V. Proportion of private schools that exposed students to the content and/or skills measured by the ILSA using the selected approach.

*Select one option.*

a. All or almost all schools (more than 90%)
b. Most schools (more than 50% to 90%)
c. Some schools (10% to 50%)
d. A marginal number of schools (less than 10%)

8. II. Extent of alignment.

*Select one option.*

a. Very aligned
b. Somewhat aligned
c. Poorly aligned

10. II. Extent to which the issue affected the ILSA round.

*Select one option.*

a. To a great extent
b. Somewhat
c. Not at all

12. II. Extent to which the credibility of the ILSA was compromised due to the inappropriate behavior.

*Select one option.*

a. To a great extent
b. Somewhat
c. Not at all

15. II. Where were the results published?

*Select all appropriate responses.*

a. Official ILSA report
b. ILSA presentations
c. Media (for example, newspaper, TV)
d. Other, please specify in the “Comments” section
15. III. Who had access to the results?
   Select all appropriate responses.
   
   a. General public
   b. Students
   c. Schools
   d. Parents/community
   e. Regional/local authorities
   f. Other, please specify in the “Comments” section

20. II. Was the selected unit permanent or temporary?
   Select one option.
   
   a. Permanent
   b. Temporary

20. IV. How many ILSA rounds (completed or not) had the unit overseen in the previous 10 years at the time of the ILSA round selected in question 2?
   Select one option.
   
   a. 1 or 2 rounds
   b. 3 or 4 rounds
   c. 5 or more rounds

20. V. For which ILSA activities within the system was the unit responsible?
   Select all appropriate responses.
   
   a. ILSA project management
   b. ILSA sampling
   c. ILSA administration (for example, field work)
   d. Scoring of open-ended ILSA questions
   e. ILSA data processing (for example, data capturing)
   f. ILSA data reporting
   g. Other, please specify in the “Comments” section

20. VI. Was the unit accountable to a clearly recognized body?
   Select all appropriate responses
   
   a. Yes, the unit is accountable to an autonomous board or committee that is institutionally separate from the unit in charge of the ILSA (for example, external ILSA board)
   b. Yes, the unit is accountable to a board or committee that belongs to the same institution as the ILSA unit (for example, ILSA unit within the Ministry of Education reporting to a board from the Ministry of Education)
   c. Yes, the unit is accountable to an internal board or committee that is part of the ILSA unit
   d. Yes, other, please specify in the “Comments” section
   e. No
22. II. What was the source of funding for the ILSA activity?
   Select all appropriate responses
   a. The government's internal funding sources (excluding loans, credits, grants, or equivalent)
   b. Loans, credits, grants, or equivalent provided to the government
   c. Loans, credits, grants, or equivalent provided to an entity other than the government
   d. Other, please specify in the “Comments” section

22. III. Was funding sufficient for carrying out the activity?
   Select one option.
   a. Yes
   b. No

23. II. Extent to which the ILSA unit(s) had the resource.
   Select one option.
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

24. II. To what extent did these individuals have the relevant qualifications (that is, professional experience and/or formal training in relevant topics) for the ILSA tasks that they had been assigned?
   Select one option.
   a. All or almost all had relevant qualifications (more than 90%)
   b. Most had relevant qualifications (more than 50% to 90%)
   c. Some had relevant qualifications (10% to 50%)
   d. A few had relevant qualifications (less than 10%)

24. III. How effective were these individuals in completing their ILSA tasks?
   Select one option.
   a. There were no issues with their effectiveness, or there were minor issues that had no consequences for the quality of specific ILSA activities or the overall quality of the ILSA.
   b. There were some issues with their effectiveness, which affected the quality of specific ILSA activities, but did not compromise the overall quality of the ILSA.
   c. There were significant issues with their effectiveness, which both affected the quality of specific ILSA activities and compromised the overall quality of the ILSA.

26. II. Perceived quality of the opportunity.
   Select one option.
   a. High
   b. Medium
   c. Low
26. III. Who benefited from the opportunity?

Select all appropriate responses.

- a. Existing full-time staff of the ILSA unit or team
- b. Existing part-time staff of the ILSA unit or team
- c. Temporary staff of the ILSA unit or team
- d. University professors
- e. University students
- f. Primary school teachers
- g. Primary school educators (excluding teachers)
- h. Secondary school teachers
- i. Secondary school educators (excluding teachers)
- j. Assessment specialists who are not part of the full-time, part-time, or temporary ILSA staff (for example, statisticians)
- k. Other, please specify in the “Comments” section