



Key Policy Areas for Student Assessment

Status

1. Classroom Assessment

Iraq does not have a system-level document that provides guidelines for classroom assessment. Teachers develop skills and expertise in classroom assessment only through in-service teacher training. There are very few system-wide resources available for teachers to use in their classroom assessment activities. In general, classroom assessment practices are perceived as weak, and grade inflation is a serious problem. Classroom assessment information is required to be disseminated to school administrators, but not to students or their parents.



2. Examinations

The primary purpose of the Ministerial Examination for Intermediate Sixth-grade Scientific and Literacy Section is for student selection to higher education institutions. The examination is administered to students in grade 12 in either scientific or literary subjects (depending on a student's academic track). The Government of Iraq provides regular funding for the examination. This funding covers some core examination activities, specifically examination design, administration, and data reporting. The General Directorate of Assessment and Examinations, which has the primary responsibility for carrying out the examination, has sufficient permanent staff and state-of-the-art facilities. Teachers are involved in most examination-related tasks; however, there are no courses or workshops on the examination available to them. Additionally, there are no mechanisms in place, such as expert review groups, to monitor the impact of the examination on the education system in terms of its effects on students, teachers, and schools.



3. National Large-Scale Assessment (NLSA)

Iraq does not have an NLSA program, and has no plan to institute one in the near future.



4. International Large-Scale Assessment (ILSA)

Iraq has not participated in an ILSA, and has no plan to do so in the near future.



Introduction

Iraq 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, Iraq 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 assessment activities in terms of the adequacy of the information generated to support decision making. There are three main drivers of information quality in an assessment system: enabling context, system alignment, and assessment quality.

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

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

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

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

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

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

Source: World Bank.

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

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

Levels of development

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

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

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

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

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

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

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

Education in Iraq

Iraq is an upper middle-income country in the Middle East and North Africa region. GDP per capita is \$6,455, and growth in 2012 was 8.4 percent.

Due in part to three major wars and sanctions, Iraq's education system experienced several setbacks over the past two decades. As a result of these setbacks, the net enrollment rate declined from 94 percent to 83 percent between 1999 and 2001, and the quality of teaching and learning conditions decreased. As Iraq recovers from this unstable period, the government has identified the education system as a key priority for rebuilding efforts. The 2005 Iraqi Constitution emphasizes the country's commitment to providing educational opportunities to all Iraqis.

In 2012, the Government of Iraq launched its first National Education Strategy for 2011-2020. The strategy identifies the following six goals for improving access and quality in the education sector: (i) Develop the sector's legislative and administrative system and practices; (ii) Establish, expand, and rehabilitate education infrastructure; (iii) Provide efficient education opportunities to all; (iv) Upgrade the quality of education activities and institutions so that they are aligned with international standards; (v) Improve management of financial resources; and (vi) Increase the capacity for scientific research and its products in conformity with sustainable development in Iraq.

Detailed information was collected on Iraq's student assessment system using the SABER-Student Assessment questionnaires and rubrics. It is important to remember that these tools primarily focus on benchmarking a country's policies and arrangements for assessment activities at the system or macro level. Additional data would need to be collected to determine actual, on-the-ground practices in Iraq, 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 Iraq's immediate interests and needs. Detailed, completed rubrics for each assessment type are provided in Appendix 5.

Classroom Assessment

Level of development



In Iraq, there are no system-level documents in place that provide guidelines for classroom assessment. In addition, there are few resources available to teachers to help them with their classroom assessment activities. For example, although textbooks and workbooks are available, there are no item banks with examples of selection or supply questions, or rubrics that teachers can use for grading students' work. In-service teacher training is the only system-level mechanism in place to ensure that teachers develop skills and expertise in classroom assessment.

In general, classroom assessment practices tend to be weak. For example, it is common for classroom assessment activities to be mainly about information recall. Teachers tend not to use explicit criteria for grading students' work, and provide limited useful feedback to students. Grade inflation and the uneven application of standards for grading students' work are serious problems.

Classroom assessment information is required to be disseminated to school administrators. However, it is not required to be disseminated to school district or Ministry of Education officials, parents, or students.

Some mechanisms are in place to monitor the quality of classroom assessment practices. For example, while classroom assessment is a required component of school inspection and teacher supervision, it is not a required component of a teacher's performance evaluation. In addition, there is no government funding available for research on the quality of classroom assessment activities or how to improve them.

Suggested policy options

1. Introduce a formal document at the system level, approved by the relevant authorizing body that provides guidelines for classroom assessment. Disseminate it to key stakeholders.

2. Develop and make widely available a variety of resources for teachers to use in carrying out classroom assessment activities. For example, create item banks with examples of multiple-choice and open-ended questions, and rubrics for evaluating students' work, and disseminate these resources through in-service teacher training programs.

3. Introduce more mechanisms to systematically monitor the quality of classroom assessment practices. For example, include classroom assessment as a component in teachers' performance evaluations or authorize a national review of the quality of education, which includes a review of classroom assessment practices.

4. Introduce pre-service teacher training opportunities that include a component on classroom assessment to prepare teachers to effectively engage in classroom assessment activities.

Examinations

Level of development



The primary purpose of the Ministerial Examination for Intermediate Sixth-grade Scientific and Literary Sections is student selection to university or other higher education institutions. The examination, which has been in place since 1924, is administered to students in grade 12 in either scientific or literary subjects (depending on the student's academic track). A formal, system-level document, *General Examinations System Number 18*, authorizes the examination.

The Government of Iraq provides regular funding for the examination. This funding covers some core examination activities, including examination design, administration, and data reporting.

The General Directorate of Assessment and Examinations, an office within the Ministry of Education, has had primary responsibility for running the examination since 1925. The General Directorate is adequately staffed to carry out the examination effectively. It also has state-of-the-art facilities, including computers for all technical staff, secure storage facilities, access to reliable computer servers, and adequate communication tools.

There are some local opportunities that prepare individuals for work on the examination. These include university courses on educational measurement and evaluation in the Faculties of Education at Baghdad University, Basra University, and Mousel University.

There are no regular courses or workshops on the examination available to teachers. At the same time, teachers are involved in most examination-related tasks, including creating and selecting examination questions and scoring guides, and resolving inconsistencies between examination scores and school grades.

There are varied and systematic mechanisms in place to ensure the quality of the examination. However, inappropriate behavior surrounding the examination process is high. For example, leakage of some of the

content of an examination paper prior to the examination, copying from other candidates, and intimidation of examination supervisors, markers, or officials, have all occurred during the examination process.

There are no mechanisms in place to monitor the consequences of the examination in terms of its effects on students, teachers, and schools (for example, there is no permanent oversight committee or funding to carry out independent research on the impact of the examination).

Suggested policy options

1. Strengthen the credibility of the examination by putting in place preventive and reactive measures against inappropriate behaviors. These measures should be clearly communicated to all key stakeholders, and monitored and consistently enforced. For example, strengthen protocol around the confidentiality of the examination paper in order to prevent its leakage prior to the administration of the examination, and introduce provisions that make it more difficult for candidates to use unauthorized materials and resources to receive assistance while taking the examination.
2. Better ensure positive consequences of the examination by introducing additional systematic monitoring mechanisms. For example, conduct regular focus groups or surveys of key stakeholders and allocate funding for independent research on the impact of the examination.
3. Create opportunities for teachers to learn about the examination, and make these opportunities available on a regular basis. For example, conduct courses or workshops that introduce various aspects of the examination to teachers, including its purpose and the content covered.

National Large-Scale Assessment (NLSA)

Level of development



Iraq has never carried out a national large-scale assessment and does not plan to do so in the near future.

Suggested policy options

1. Create an opportunity for high-level discussion among key stakeholders on important education policy questions for which NLSA data could be useful.
2. Determine the need for, and possible next steps in relation to, implementing an NLSA exercise in Iraq.

International Large-Scale Assessment (ILSA)

Level of development



Iraq has never participated in an international large-scale assessment and has no plan to do so in the next five years.

Suggested policy options

1. Create an opportunity for high-level discussion among key stakeholders on important education policy questions for which ILSA data could be useful.
2. Determine the need for, and possible next steps in relation to, implementing an ILSA exercise in Iraq.

Appendix 1: Assessment Types and Their Key Differences

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

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

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

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

Assessment Type	LATENT	EMERGING	ESTABLISHED	ADVANCED
	<i>Absence of, or deviation from, the attribute</i>	<i>On way to meeting minimum standard</i>	<i>Acceptable minimum standard</i>	<i>Best practice</i>
CLASSROOM ASSESSMENT	There is no system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is weak system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is sufficient system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is strong system-wide institutional capacity to support and ensure the quality of classroom assessment practices.
EXAMINATIONS	There is no standardized examination in place for key decisions.	There is a partially stable standardized examination in place, and a need to develop institutional capacity to run the examination. The examination typically is of poor quality and is perceived as unfair or corrupt.	There is a stable standardized examination in place. There is institutional capacity and some limited mechanisms to monitor it. The examination is of acceptable quality and is perceived as fair for most students and free from corruption.	There is a stable standardized examination in place and institutional capacity and strong mechanisms to monitor it. The examination is of high quality and is perceived as fair and free from corruption.
NATIONAL (OR SYSTEM-LEVEL) LARGE-SCALE ASSESSMENT	There is no NLSA in place.	There is an unstable NLSA in place and a need to develop institutional capacity to run the NLSA. Assessment quality and impact are weak.	There is a stable NLSA in place. There is institutional capacity and some limited mechanisms to monitor it. The NLSA is of moderate quality and its information is disseminated, but not always used in effective ways.	There is a stable NLSA in place and institutional capacity and strong mechanisms to monitor it. The NLSA is of high quality and its information is effectively used to improve education.
INTERNATIONAL LARGE-SCALE ASSESSMENT	There is neither 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 Iraq

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

IRAQ

Classroom Assessment

ENABLING CONTEXT AND SYSTEM ALIGNMENT

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

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

ASSESSMENT QUALITY

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

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

Classroom Assessment: *Development-level rating justifications*

1. There is no system-level document that provides guidelines for classroom assessment.
2. This option does not apply to this dimension.
3. Although there are textbooks or workbooks that provide support for classroom assessment, there are no item banks or pools with examples of selection/multiple-choice or supply/open-ended questions, scoring criteria or rubrics for students' work, or documents that outline the levels of performance that students are expected to reach in different subject areas at different grade or age levels. There are also no online assessment resources, or computer-based testing with instant reports on students' performance.
4. There is no official curriculum or standards document that specifies what students are expected to learn and to what level of performance at different grade or age levels. However, textbooks are to include objectives that need to be achieved for each term and for each subject.
5. There is only one system-level mechanism, in-service teacher training, in place which ensures that teachers develop skills and expertise in classroom assessment. Other system-level mechanisms, including pre-service teacher training, online resources on classroom assessment, required coursework in classroom assessment in teacher training programs, opportunities to participate in conferences and workshops, item development for or scoring of exams, and school inspection or teacher supervision which includes a component focused on classroom assessment, are not in place.
6. It is rare to observe errors in the scoring or grading of students' work, for parents to be poorly informed about students' grades, and for classroom assessment activities to not be aligned with a pedagogical or curricular framework. In addition, it is uncommon for classroom assessment activities to rely mainly on multiple-choice/selection type questions or to be used as administrative or control tools rather than as pedagogical resources. However, it is very common for classroom assessment activities to be mainly about recalling information and providing little useful feedback to students. It is also very common for teachers to not use explicit or a priori criteria for scoring or grading students' work, and grade inflation is a serious problem. In addition, the uneven application of standards for grading students' work is a serious problem.
7. Although classroom assessment is a required component of school inspection or teacher supervision, it is not a required component of a teacher's performance evaluation. There is no national review of the quality of education that includes a focus on classroom assessment or an external moderation system that reviews the difficulty of classroom assessment activities or appropriateness of scoring criteria. There is no government funding available for research on the quality of classroom assessment activities or on how to improve classroom assessment.
8. Classroom assessment information is required to be disseminated to school administrators; however, it is not required to be disseminated to school district or Ministry of Education officials, parents, or students.
9. Although providing feedback to students on their learning is one required use of classroom assessment, diagnosing student learning issues, informing parents about their child's learning, planning next steps in instruction, grading students for internal classroom uses, and providing input to an external examination program are not among its required uses.

IRAQ

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>LATENT ● ○ ○ ○</p>	<p>EMERGING ● ● ○ ○</p>	<p>ESTABLISHED ● ● ● ○</p>	<p>ADVANCED ● ● ● ●</p>
<p>ENABLING CONTEXT 1: <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.¹ *</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.² *</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.³ *</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.⁴ *</p>	<p>The policy document addresses all key aspects of the examination.</p>
<p>ENABLING CONTEXT 2: <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.⁵ *</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.⁶ *</p>	<p>There are coordinated attempts to improve the examination by stakeholder groups.⁶ *</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.⁷ *</p>	<p>This option does not apply to this dimension.</p>

(CONTINUED)

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

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LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<p style="text-align: center;">ENABLING CONTEXT 5: <i>Having effective human resources</i></p>			
<p>There is no staff to carry out the examination.</p>	<p>The examination office is inadequately staffed to effectively carry out the examination, issues are pervasive.</p>	<p>The examination office is adequately staffed to carry out the examination effectively, with minimal issues.</p>	<p>The examination office is adequately staffed to carry out the assessment effectively, with no issues.¹⁵ *</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.¹⁶ *</p>	<p>The country offers a wide range of opportunities that prepare for work on the examination.</p>

SYSTEM ALIGNMENT

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

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

ASSESSMENT QUALITY

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

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

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

Examinations: *Development-level rating justifications*

1. The primary purpose of the Ministerial Examination for Intermediate Sixth-grade Scientific and Literary Sections is student selection to university or other higher education institutions. The examination has been in place since 1924, and is administered to students in Grade 12 in scientific and literary subjects (depending on a student's section).
2. The Ministry of Education authorized the examination with the document *General Examinations System Number 18* in 1987.
3. The document *General Examinations System Number 18* is available to and easily accessible by the public.
4. *General Examinations System Number 18* addresses some key aspects of the examination, as it outlines governance, distribution of power, and responsibility among key entities, describes the purpose of the examination, outlines procedures to investigate and address security breaches, cheating, or other forms of inappropriate behavior, and identifies rules about preparation. However, it does not describe the authorized uses of results, state funding sources, outline procedures for special or disadvantaged students, specify who can sit for the examination, explain alignment with curricula and standards, or explain the format of the examination questions.
5. Although educators strongly support the examination, and policy makers, students, and parents support it as well, the media is opposed to it. At the same time, teacher unions, think tanks and NGOs, universities, and employers are neutral to it.
6. Stakeholder groups have made coordinated attempts to improve the examination.
7. The leadership in charge of the Ministerial Examination for Intermediate Sixth-grade Scientific and Literary Sections generally welcomes efforts to improve the examination.
8. The government allocates regular funding for the examination.
9. Funding for the examination covers some core examination activities, including examination design and administration, and data reporting. However, funding does not cover data analysis, long- or medium-term planning of program milestones, or staff training.
10. Research and development activities are not covered by the funding for the examination.
11. The General Directorate of Assessment and Examinations, an office within the Ministry of Education, has had primary responsibility for running the examination since 1925.
12. The General Directorate of Assessment and Examinations is not accountable to an external board or agency.
13. Results from the examination are recognized by certification and selection systems in Iraq and other Arab and foreign countries.

14. The General Directorate of Assessment and Examinations has state-of-the-art facilities to carry out the examination, which include computers for all technical staff, a secure building, secure storage facilities, access to adequate computer servers, the ability to backup data, and adequate communication tools.
15. The General Directorate of Assessment and Examinations is adequately staffed with permanent and full-time staff to carry out the assessment effectively. No issues have been identified with the performance of the human resources responsible for the examination.
16. Iraq offers some opportunities that prepare for work on the examination, including university courses on educational measurement and evaluation in Faculties of Education at universities such as Baghdad University, Basra University, and Mousel University.
17. There is a clear understanding that the examination measures the national school curriculum guidelines and standards.
18. Stakeholder groups largely accept what is measured by the examination.
19. There is some material, including examples of the types of questions that are on the examination and information on how to prepare for the examination, available to all students. However, the framework document explaining what is measured on the examination and the report on the strengths and weaknesses in student performance are not available.
20. Courses or workshops on the examination are not available to teachers.
21. Teachers are involved in most examination-related tasks, including selecting or creating examination questions and scoring guides, administering the examination, scoring the examination, supervising examination procedures, and resolving inconsistencies between examination scores and school grades.
22. A comprehensive, high-quality technical report is available to the general public.
23. Varied and systematic mechanisms, such as internal and external review or observers, external certification or audits, and pilot or field testing, are in place to ensure the quality of the examination.
24. Inappropriate behavior surrounding the examination process is high. For example, leakage of the content of an examination paper or part of a paper prior to the examination, impersonation (when an individual other than the registered candidate takes the examination), copying from other candidates, using unauthorized materials such as prepared answers and notes, collusion among candidates via mobile phones or passing of papers, intimidation of examination supervisors, markers, or officials, issuing forged certificates or altering results' information, and the provision of external assistance via the supervisor or mobile phone, all occur during the examination process.
25. Examination results are perceived as credible by all stakeholder groups.

26. All students can take the examination regardless of background, location, the ability to pay, or the like.
27. All stakeholder groups use the examination results in a proper way.
28. Student results are not confidential, as student names and results are public.
29. There are some options for students who do not perform well on the examination, including being able to retake the examination or repeat the grade. However, students do not have the option to attend remedial or preparatory courses in order to prepare to retake the examination or opt for less selective schools, universities, or tracks.
30. Mechanisms, such as funding for independent research on the impact of the examination, a permanent oversight committee, studies that are updated regularly, regular focus groups or surveys of key stakeholders, or expert review groups, are not in place to monitor the consequences of the examination.

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

ENABLING CONTEXT

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

<p>LATENT ● ○ ○ ○</p>	<p>EMERGING ● ● ○ ○</p>	<p>ESTABLISHED ● ● ● ○</p>	<p>ADVANCED ● ● ● ●</p>
<p>ENABLING CONTEXT 1: <i>Setting clear policies for NLSA</i></p>			
<p>No NLSA exercise has taken place.¹ *</p>	<p>The NLSA has been operating on an irregular basis.</p>	<p>The NLSA is a stable program that has been operating regularly.</p>	<p>This option does not apply to this dimension.</p>
<p>There is no policy document pertaining to NLSA.² *</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.</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.³ *</p>	<p>The policy document is not available to the public.</p>	<p>The policy document is available to the public.</p>	<p>This option does not apply to this dimension.</p>
<p>There is no plan for NLSA activity.⁴ *</p>	<p>This option does not apply to this dimension.</p>	<p>There is a general understanding that the NLSA will take place.</p>	<p>There is a written NLSA plan for the coming years.</p>
<p>ENABLING CONTEXT 2: <i>Having strong public engagement for NLSA</i></p>			
<p>All stakeholder groups strongly oppose the NLSA or are indifferent to it.</p>	<p>Some stakeholder groups oppose the NLSA.</p>	<p>Most stakeholders groups support the NLSA.</p>	<p>All stakeholder groups support the NLSA.</p>

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<p>LATENT ● ○ ○ ○</p>	<p>EMERGING ● ● ○ ○</p>	<p>ESTABLISHED ● ● ● ○</p>	<p>ADVANCED ● ● ● ●</p>
<p>ENABLING CONTEXT 3: <i>Having regular funding for NLSA</i></p>			
<p>There is no funding allocated to the NLSA.</p>	<p>There is irregular funding allocated to the NLSA.</p>	<p>There is regular funding allocated to the NLSA.</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.</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Funding does not cover research and development activities.</p>	<p>This option does not apply to this dimension.</p>	<p>Funding covers research and development activities.</p>
<p>ENABLING CONTEXT 4: <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.</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.</p>	<p>Political considerations regularly hamper technical considerations.</p>	<p>Political considerations sometimes hamper technical considerations.</p>	<p>Political considerations never hamper technical considerations.</p>
<p>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.</p>	<p>This option does not apply to this dimension.</p>

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<p>LATENT</p> <p>● ○ ○ ○</p>	<p>EMERGING</p> <p>● ● ○ ○</p>	<p>ESTABLISHED</p> <p>● ● ● ○</p>	<p>ADVANCED</p> <p>● ● ● ●</p>
<p>ENABLING CONTEXT 5: <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.</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.</p>	<p>The country offers a wide range of opportunities to prepare individuals for work on the NLSA.</p>

SYSTEM ALIGNMENT

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

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

ASSESSMENT QUALITY

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

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

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

1. Iraq has never carried out a national large-scale assessment and has no policies or plan for carrying out one in the future. This set of facts provides us with sufficient information to determine the development level of NLSA in Iraq and the remainder of the NLSA rubric is intentionally left blank as a result.
2. No policy document pertaining to NLSA is available in Iraq.
3. This option does not apply to this dimension.
4. No plan for NLSA activity is in place in Iraq.

IRAQ

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>LATENT ● ○ ○ ○</p>	<p>EMERGING ● ● ○ ○</p>	<p>ESTABLISHED ● ● ● ○</p>	<p>ADVANCED ● ● ● ●</p>
<p>ENABLING CONTEXT 1: <i>Setting clear policies for ILSA</i></p>			
<p>The country/system has not participated in an ILSA in the last 10 years.¹ *</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.</p>
<p>The country/system has not taken concrete steps to participate in an ILSA in the next 5 years.² *</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.</p>	<p>This option does not apply to this dimension.</p>
<p>There is no policy document that addresses participation in ILSA.³ *</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.</p>	<p>This option does not apply to this dimension.</p>
<p>This option does not apply to this dimension.⁴ *</p>	<p>The policy document is not available to the public.</p>	<p>The policy document is available to the public.</p>	<p>This option does not apply to this dimension.</p>
<p>ENABLING CONTEXT 2: <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.</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.</p>	<p>This option does not apply to this dimension</p>
<p>Funding does not cover research and development activities.</p>	<p>This option does not apply to this dimension.</p>	<p>This option does not apply to this dimension.</p>	<p>Funding covers research and development activities.</p>

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<p>LATENT</p> <p>● ○ ○ ○</p>	<p>EMERGING</p> <p>● ● ○ ○</p>	<p>ESTABLISHED</p> <p>● ● ● ○</p>	<p>ADVANCED</p> <p>● ● ● ●</p>
<p>ENABLING CONTEXT 3: <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.</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.</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.</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 meets technical quality standards, is fair, and is used in an effective way.

<p>LATENT</p> <p>● ○ ○ ○</p>	<p>EMERGING</p> <p>● ● ○ ○</p>	<p>ESTABLISHED</p> <p>● ● ● ○</p>	<p>ADVANCED</p> <p>● ● ● ●</p>
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SYSTEM ALIGNMENT 1:
Providing opportunities to learn about ILSA

<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.</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.</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.</p>	<p>Opportunities to learn about ILSA are available to a wide audience, in addition to the country's/system's ILSA team members.</p>

ASSESSMENT QUALITY

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

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

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

1. Iraq has never participated in an international large-scale assessment and has taken no concrete steps to participate in one in the next five years. This set of facts provides us with sufficient information to determine the development level of ILSA in Iraq and the remainder of the ILSA rubric is intentionally left blank as a result.
2. Iraq has not taken concrete steps to participate in an ILSA in the next 5 years.
3. No policy document addresses participation in ILSA in Iraq.
4. This option does not apply to this dimension.

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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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