# ANLAS Stakeholder and document mapping tables

*[Instructions for completing the stakeholder and document mapping tables are provided in the ANLAS manual (see sections 4.1 and 4.2). New rows can be added as needed, for example, to identify the relevant stakeholders and documents for each large-scale assessment and examination that is included in the analysis.]*

## Stakeholder mapping table

| **Dimension** | **Level** | **Key stakeholder groups** | **Key stakeholders identified** *[For national team to complete]* |
| --- | --- | --- | --- |
| 1. Context of the assessment system (CN) | System level | * Senior representatives from relevant national government units, for example:   + - Policy and planning     - Monitoring and evaluation, assessment, examination     - Curriculum * Senior representatives from relevant sub-national government units, for example, from local education offices * Senior representatives from external agencies with major responsibilities in learning assessment |  |
| 2A. Quality of large-scale assessment and examination (QLE) | Program level | * Senior government representatives responsible for conducting the large-scale assessment programs and examinations * Senior representatives from external assessment agency responsible for conducting the large-scale assessment programs and examinations |  |
| 2B. Quality of classroom assessment (QCA) | Program level | * Senior representatives from education and professional development program providers for teachers and school leaders in primary and secondary school education * School leader and teacher representatives from different types of schools of primary and secondary school education |  |
| 3. Coherence of the assessment system (CH) | System level | * Senior representatives from relevant national government units, for example:   + - Policy and planning     - Monitoring and evaluation, assessment, examination     - Curriculum * Senior representatives from relevant sub-national government units, for example, from local education offices * Senior representatives from external agencies with major responsibilities in learning assessment * Development partners and donors involved in education and learning assessment * Senior representatives of civil society organizations and private sector organizations involved in education and learning assessment |  |

## Document mapping table

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| --- | --- | --- | --- |
| **Dimension** | **Level** | **Example documents** | **Documents identified** *[For national team to complete]* |
| 1. Context of the assessment system (CN) | System level | * Budget documents * Education sector analysis * Education sector plans * GPE grant (ESPIG) application form, implementation/completion report, program document, requirement matrix[[1]](#footnote-1) * Laws and legislation * Recommendations for classroom assessment * Reports on practices in 21st century skills assessment (for example, studies undertaken for NEQMAP/TALENT) * SABER questionnaires and reports |  |
| 2A. Quality of large-scale assessment and examination (QLE) | Program level | * Annual statistics reports * Assessment frameworks * Assessment results reports * Assessment team organizational chart * Codebook and data management manuals * Contextual instruments * Curriculum and curriculum documents * Documentation about the learning domains/subjects, the contextual data collected and the design specifications of the assessment program * Field operations manuals * Other dissemination products of the assessment program * Reports on practices in 21st century skills assessment (for example, studies undertaken for NEQMAP/TALENT) * SABER questionnaires and reports * Sampling design document, manual or guidelines * Technical reports |  |
| 2B. Quality of classroom assessment (QCA) | Program level | * Course/module descriptions of training programs for school principals and teachers (pre-service and in-service) * Curriculum and curriculum documents * Guidelines for classroom assessment * Guidelines on school inspection * In-service resources and tools * Recommendations for classroom assessment * Reports on practices in 21st century skills assessment (for example, studies undertaken for NEQMAP/TALENT) * Resources and tools used for quality assurance of classroom assessment * SABER questionnaires and reports * Samples of classroom assessment resources and tools |  |
| 3. Coherence of the assessment system (CH) | System level | * Assessment frameworks * Curriculum and curriculum documents * Education sector analysis * Education sector plans * EMIS database * Media reports on learning assessment * Reports on practices in 21st century skills assessment (for example, studies undertaken for NEQMAP/TALENT) * SABER questionnaires and reports |  |

1. All GPE-related documents can be obtained from your country’s GPE Coordinating Agency or Grant Agent. [↑](#footnote-ref-1)