



United Nations
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GLOBAL
ALLIANCE
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SUSTAINABLE
DEVELOPMENT
GOALS

Content Alignment Tool

Working Paper for GAML 5 Endorsement

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GAML5/4.1.1/1



Background

The UNESCO Institute for Statistics (UIS) has developed several self-report questionnaires that countries will complete when they submit their locally developed national learning assessment results to UIS to use as part of a country's documentation demonstrating progress in attaining Sustainable Development Goal 4 (SDG4).

The tool allows, in a simplified way, to map learning assessment frameworks, against the Global Content Framework (GCF). The tool Includes:

- A content alignment questionnaire using the Global Content Framework (GCF) as a reference point
- A defined preliminary criteria about minimum alignment to help countries evaluate whether their learning assessments have met minimum content coverage sufficient for reporting.
- A scoring criteria apply to each content area to identify if the content coverage of the national learning assessment is sufficient for reporting (see below for the description of the scoring criteria)
- A tool to map and assess the level of alignment (coverage) of national assessment frameworks to the GCF.

UIS engaged content consultants to identify which skills, abilities, and constructs are typically taught in lower primary (grades 2-3), upper primary/middle school (grades 4-6), and lower secondary (grades 7-9). Questionnaires were developed for each of these three educational levels that allow a county representative to determine which of the skills, abilities, and constructs align to their particular national assessment of mathematics and reading.

Objective

The tool aims to help countries self-assess their learning assessment content coverage

Expected Outcome

The tool aims to ensure data integrity with respect to minimum comparability in the concepts each assessment program include.

Scoring criteria

The mathematics and reading content questionnaire requires respondents to answer "yes" or "no" when identifying which domains and constructs the National Learning Assessment (NLA) tests. Each "yes" response is assigned a 1; each "no" response is assigned a 0. The percent of 1s forms the basis for scoring the questionnaire.

UIS reports mathematics and reading content alignment questionnaire feedback as follows:

Criteria	Mathematics	Reading
<i>Sufficient coverage</i>	<ul style="list-style-type: none"> To be placed into this category, a NLA must assess 50% of the mathematics constructs listed in at least 4 of the 5 mathematics domains, AND at least 75% of all the constructs when all 5 domains are taken into account. 	<ul style="list-style-type: none"> To be placed into this category, a NLA must assess 50% of the educational level appropriate constructs to the reading competency domain that contains selected constructs from the decoding and reading comprehension sub-domains.
	<ul style="list-style-type: none"> NLAs placed in this category will be accepted by UIS as a measure of progress toward attaining SDG 4.1.1 if information from the procedural questionnaire is sufficient also. 	<ul style="list-style-type: none"> NLAs placed in this category will be accepted by UIS as a measure of progress toward attaining SDG 4.1.1, if information from the procedural questionnaire is sufficient also.
	<ul style="list-style-type: none"> Regardless of final UIS acceptance, the NLA may still be useful for the country to make local decisions about mathematics learning without UIS acceptance. 	<ul style="list-style-type: none"> Regardless of final UIS acceptance, the NLA may still be useful for the country to make local decisions about reading learning without UIS acceptance.
<i>Nearing sufficient coverage</i>	<ul style="list-style-type: none"> To be placed into this category, a NLA must assess 50% of the mathematics constructs listed in at least 3 of the 5 mathematics domains, AND at least 75% of all the constructs when all 5 domains are taken into account. 	<ul style="list-style-type: none"> To be placed in this category, a NLA will have between 40% and 50% of the level appropriate constructs belonging to the reading competency domain.
	<ul style="list-style-type: none"> NLAs placed in this category cannot be accepted by UIS as a measure of the UIS Global Mathematics Framework, but the country can improve its opportunity for the NLA to be accepted by UIS by aligning questions with more domains and constructs in the Mathematics GCF. 	<ul style="list-style-type: none"> NLAs placed in this category cannot be accepted by UIS as a measure of the UIS Reading GCF, but the country can improve its opportunity for the NLA to be accepted by UIS by aligning questions with more constructs in the Reading GCF.
	<ul style="list-style-type: none"> The NLA may still be useful for the country to make local decisions about mathematics learning without UIS acceptance. 	<ul style="list-style-type: none"> The NLA may still be useful for the country to make local decisions about Reading learning without UIS acceptance.
<i>Insufficient coverage</i>	<ul style="list-style-type: none"> To be placed into this category, a NLA must assess 50% of the mathematics constructs listed in at least 2 of the 5 mathematics domains, OR at least 75% of all the constructs when all 5 domains are taken into account. 	<ul style="list-style-type: none"> A NLA is placed into this category than less that 40% of the level appropriate constructs from the reading competency domain are assessed.
	<ul style="list-style-type: none"> NLAs placed in this category cannot be accepted by UIS as a measure of the UIS Mathematics GCF. The country can improve its opportunity for acceptance by UIS by reviewing the UIS Mathematics GCF and deciding to align its test content by including questions that assessing more constructs from the framework. 	<ul style="list-style-type: none"> NLAs placed in this category cannot be accepted by UIS as a measure of the UIS Reading GCF. The country can improve its opportunity for acceptance by UIS by reviewing the UIS Reading GCF and deciding to align its test content by including questions that assessing more constructs from the framework.
	<ul style="list-style-type: none"> The NLA may still be useful for the country to make local decisions about mathematics learning without UIS acceptance. 	<ul style="list-style-type: none"> The NLA may still be useful for the country to make local decisions about reading learning without UIS acceptance.

Decisions for plenary endorsement: Content Alignment Tool

Please provide your feedback by completing the questions that follow. Thank you.

Your name (please print): _____

Name of your organization: _____

1.	Do you agree with the process of the content alignment, using the respective Mathematics and Reading Global Content Framework as reference?	YES	NO
2.	Do you agree with the scoring criteria use for:		
a.	Mathematics?	YES	NO
b.	Reading?	YES	NO
3.	Do you agree that the same scoring criteria should be used for each education level for :		
a.	Mathematics?	YES	NO
b.	Reading?	YES	NO

We would appreciate any comments that you wish to make:

Comments:	
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