Framework for interim reporting

Proposal by GAML Secretariat

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Overview

- Depending on the indicator, a few countries - not all regions represented - conduct cross-national surveys/assessments.

- Not participating in cross-national assessments/surveys after 2017, a large number of countries do not measure learning.

- Some assessment/surveys are not periodical.

- There is a number of countries that have their own national initiatives/assessments.

- Heterogeneous characteristics of assessments:

  o No agreed standards with respect to contents and data quality;
  o There are various national and cross national frameworks;
  o There are different benchmarks for every assessment;
  o Tools have different scope and coverage;
  o Different coverage in terms of domain;
  o Different modes of assessment (paper/computer based).

Identifying the problem

- The main issue in reporting at this level seems to be comparability across systems and languages. Do or should assessments at this level allow for comparability in reporting?

- There is a need for an initial list of criteria for data and measures.

- It is important to acknowledge that measurement cannot be done without parallel measurement of contextual determinants.

- There is a need to identify if further methodological work is required.

- There is a need to identify if further data collection tools are required.

- There is a need to include both work on existing datasets and the development of new samples.

- There is a need to encourage/induce some convergence of tools in order to achieve more comparability.

- There is a need to consider alignment of skills between pre-primary, primary and youth and adults skills.

- An interim strategy needs to take advantage of existing effort.

Defining principles for reporting

- Universal defining criteria not using a unique approach or tool unless agreed globally.

- Desirably long-term view given that many countries will choose their own tools to report.

- A definition of constructs desirable in a framework to achieve global comparability, or have "hooks" that allow comparability.

- Guide the best possible, cost effective measurement, not only reporting to SDGs.

- Have principles that are as pragmatic as possible and as rigorous as needed:
    - Based on long-term view.
- Accommodate a wide range of performance/contexts:
    - Allow across all grades/ages including early childhood, and
    - Include out-of-school children, if relevant.
- Useful to countries given national objectives (consistent with what countries are working toward).
- Depart from long-term view:
    - Establishing a common framework for reference that defines the constructs to be evaluated across all contexts;
    - Guide the best possible, cost-effective measurement, not only reporting to SDGs;
    - List the set tools that could serve to inform the target;
    - Evaluate to develop a set of purpose-built tools that countries can draw on/adapt.
- Identify criteria for reporting in three areas:
    - Does the measure cover the necessary domains?
    - What are the properties of the tool?
    - What are the properties of the data?

Interim strategy

- An interim strategy promotes the highest level of participation and reporting by prioritising a fit-for-purpose approach.
- The focus would be to take all tools, regardless of whether they meet these criteria, and report those using annotations for those that do not meet all the criteria.
    - Non-ideal measures would be accepted;
    - Report data with annotations;
    - National data to be reported;
    - National benchmarks to be utilized; and
    - Solutions will be worked out with governments.
- Data gaps are going to be filled with available data, provided the following are given to judge alignment:
    - Data on the indicator; and
    - Information about procedural decisions.

Interim reporting process

- Identify ideal criteria for data and measures (and document them in writing and with examples).
- Evaluate existing data sources against those criteria and integrate criteria into the Catalogue of Learning Assessments (CLA) and other mechanisms.

- Outline a reporting system with two possible approaches:
  - o Conceptual alignment; and
  - o Possible empirical approaches including linking.

Indicator 4.1.1.

- Results from all assessments are accepted, whether school-based or not.
- The name of the assessment and year are required.
- Results for +1/-1 grade are accepted, except for lower secondary, and the country is to identify if it is reporting in the exact grade or not.
- Results can or cannot include out-of-school children.
- The country needs to clarify if there are other exclusions.
- The country needs to add a column with the percentage of out-of-school children and the number of years of the relevant ISCED level, if it represents the end of cycle.
- Results are accepted with the assessment's own minimum level benchmark with policy descriptors:
  - o This will allow alignment with harmonized levels; and
  - o It will be possible to highlight the relation between the minimum level benchmark and the globally recommended one.
- The country needs to report data generating procedures.
- If following data alignment criteria at least in three main dimensions:
  - o Fitness for purpose;
  - o Representativeness; and
  - o Translation.
- Where results are longitudinally equated or not.

Indicator 4.2.1

- Define developmentally on-track:
  - o Criterion referenced.
- Measure learning in a holistic way:
  - o Health, psychosocial well-being, learning.
- Depart from a long term view:
  - o Describe the learning domain and its ties to other domains—general areas of early language/literacy, early numeracy, social/emotional, physical.
- The results can be population-based.
- The surveys can be conducted on a representative sample.
- Provide tools that are useful to countries given national standards (consistent with what countries are working towards).

- The results need to be globally comparable, or have "hooks" that allow one to determine their comparability.

- The assessments need to be administered at a variety of ages.

- The assessments need to have a well-defined reporting framework.

- The assessments need to follow the standards in the Good Practices in Learning Assessment (GP-LA).

Indicators 4.4.2 and 4.6.1

- Draw on the assessment frameworks and tools, and report on them with the appropriate footnoting.

- Quality standards to be used as footnoting:

    o   Definition of literacy that invokes continuum;
    o   Assessment that covers a full range of skills;
    o   Representative sample;
    o   Form of administration of assessment (paper or computer based);
    o   Direct or indirect reporting;
    o   National or Cross National assessment;
    o   Ideally cover in terms of age groups; and
    o   Use of adaptive tool or not.

Indicators 4.7.4 and 4.7.5

- Results from all assessments are accepted, whether school-based or not.

- The name of the assessment and year are required.

- The grades corresponding to the ages need to be reported.

- Results can or cannot include out-of-school children.

- The country needs to add a column with the percentage of out-of-school children and the number of years of the relevant ISCED level, if it represents the end of cycle.

- Results are accepted with the assessment's own minimum level benchmark with policy descriptors.

- The country needs to report data generating procedures.

- Align with the manual and code of good practices

- The results needs to align with the manual and code of good practices.

- The results need to follow the data alignment criteria at least in three main dimensions:

    o   Fitness for purpose;
    o   Representativeness; and
    o   Translation.