The UIS Reporting Scales

Progress with the Global Metrics

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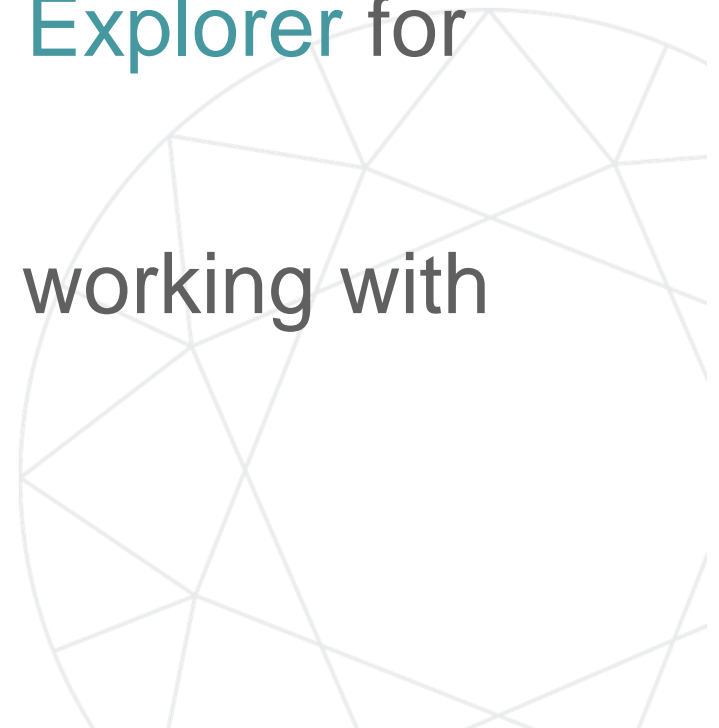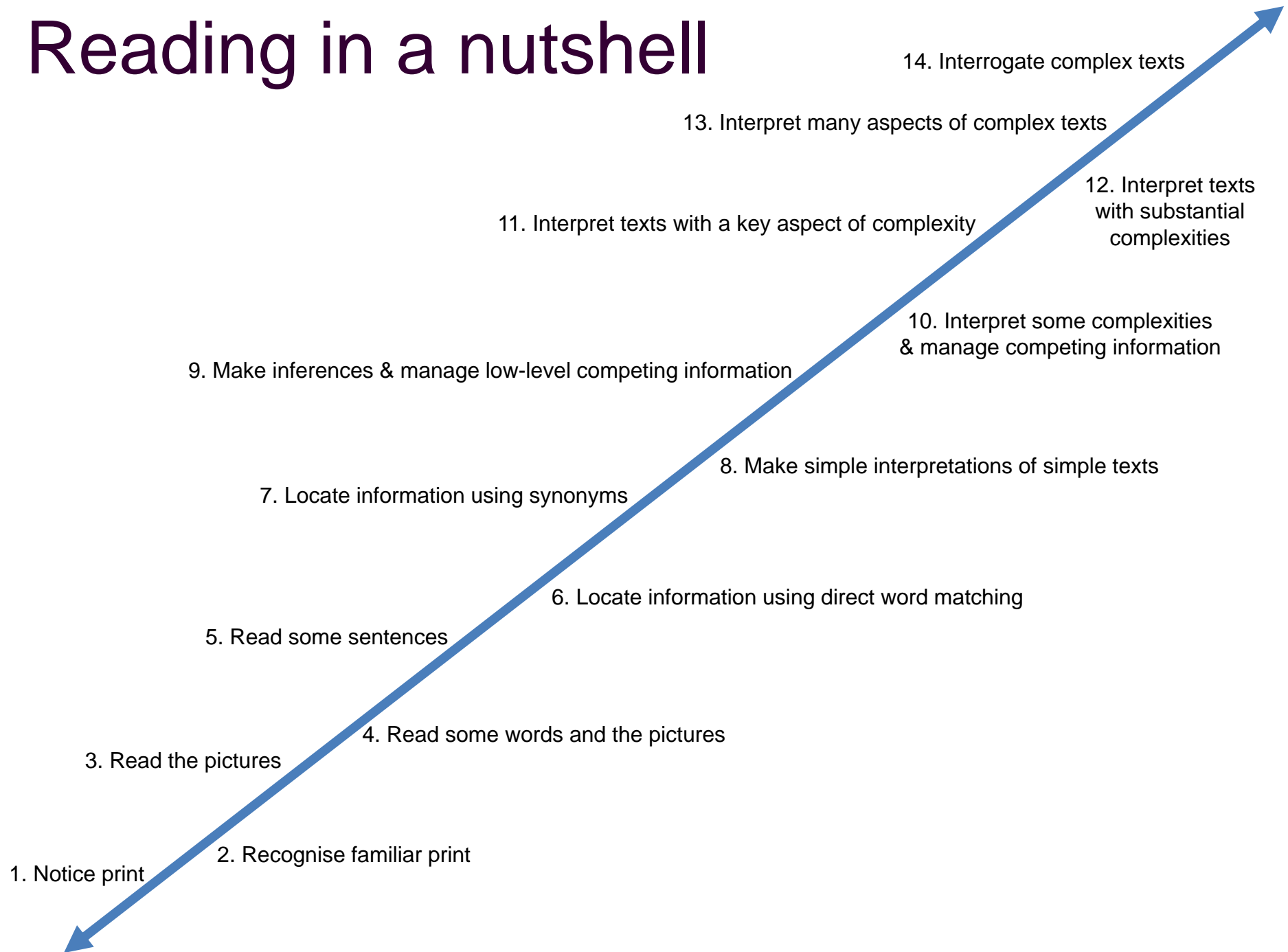
This Presentation
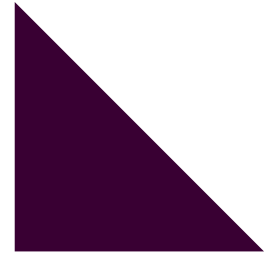
- Introduction

- Promotional animation

- The Learning Progression Explorer for Reading

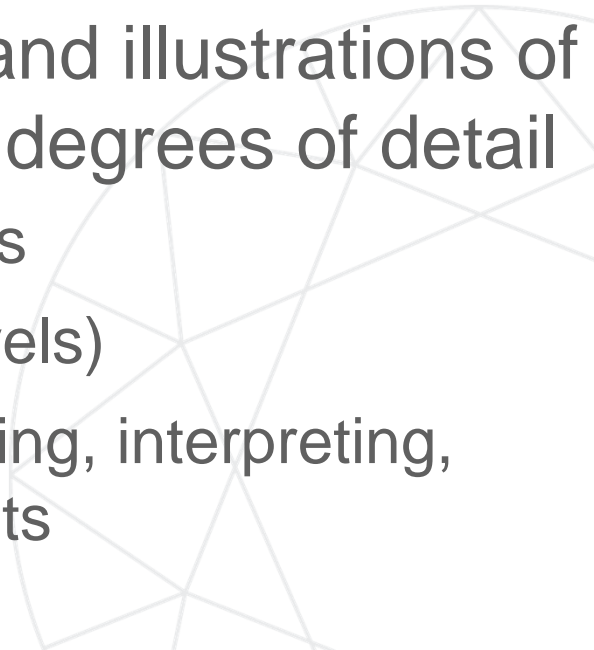- Key threads and issues in working with the UIS reporting scales

- Next steps

Reading in a nutshell

14. Interrogate complex texts

13. Interpret many aspects of complex texts

12. Interpret texts with substantial complexities

11. Interpret texts with a key aspect of complexity

10. Interpret some complexities & manage competing information

9. Make inferences & manage low-level competing information

8. Make simple interpretations of simple texts

7. Locate information using synonyms

6. Locate information using direct word matching

5. Read some sentences

4. Read some words and the pictures

3. Read the pictures

2. Recognise familiar print

1. Notice print

Learning Progression Explorer

- How to achieve widespread review and consultation?
  - https://vimeo.com/186367922/83e0504a91
  - 'Learning Progression Explorer'

- Users can explore descriptions and illustrations of learning progression at different degrees of detail
  - Overall 'what is reading' statements
  - Descriptions of progression (14 levels)
  - Reading strands (decoding, retrieving, interpreting, reflecting) and progression elements
  - Illustrative reading tasks and items

Building shared understanding

- Terms such as 'reading', 'mathematics', and 'minimum proficiency'.

- How can we reach these shared understandings?
    - Building a rich description of learning progression
    - Spanning from early learning through to later learning
   - Builds on collective wisdom from many sources
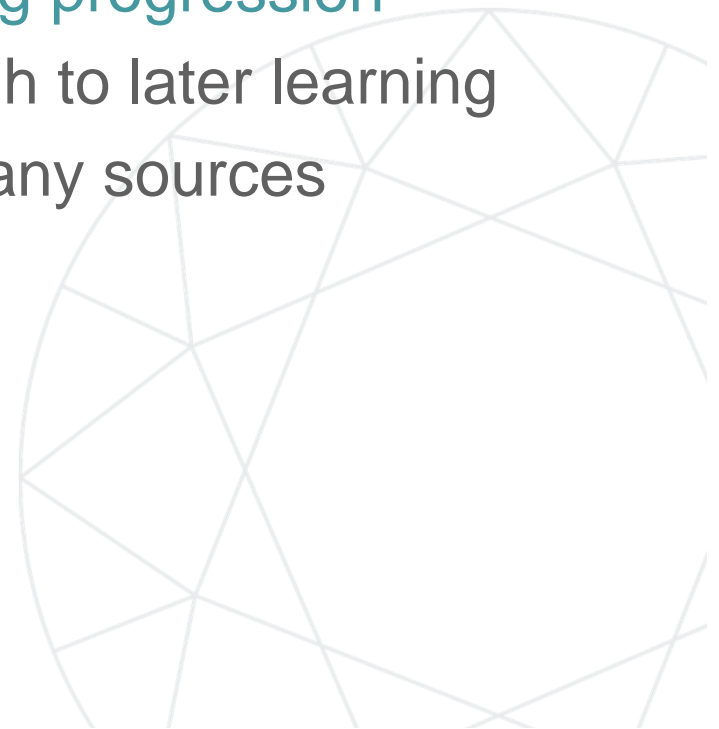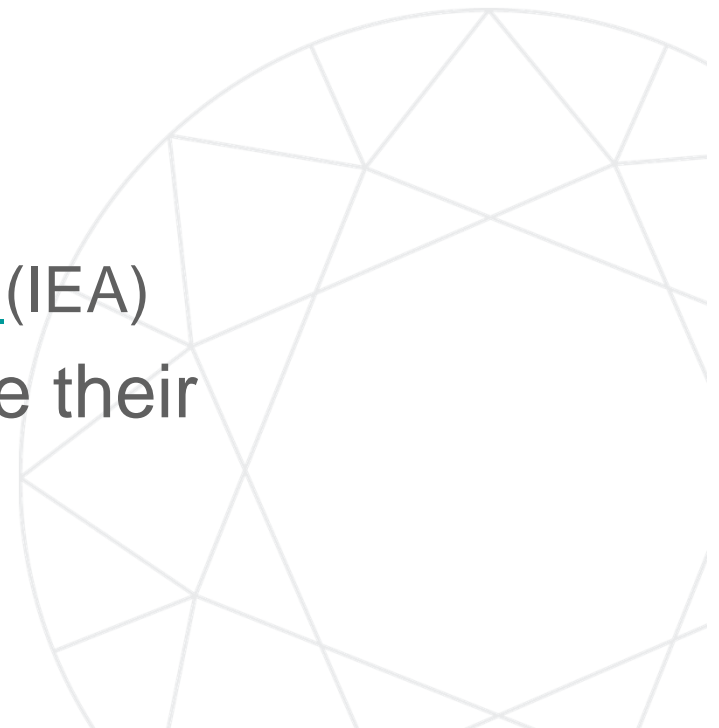
Fitness for purpose
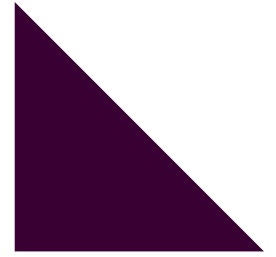
- A single learning scale will inevitably involve compromise
  - Variation in progressions across countries, cultures, curricula, languages, individuals
  - Value of common interpretive framework
  - A single scale is an <u>approximation</u> of reality
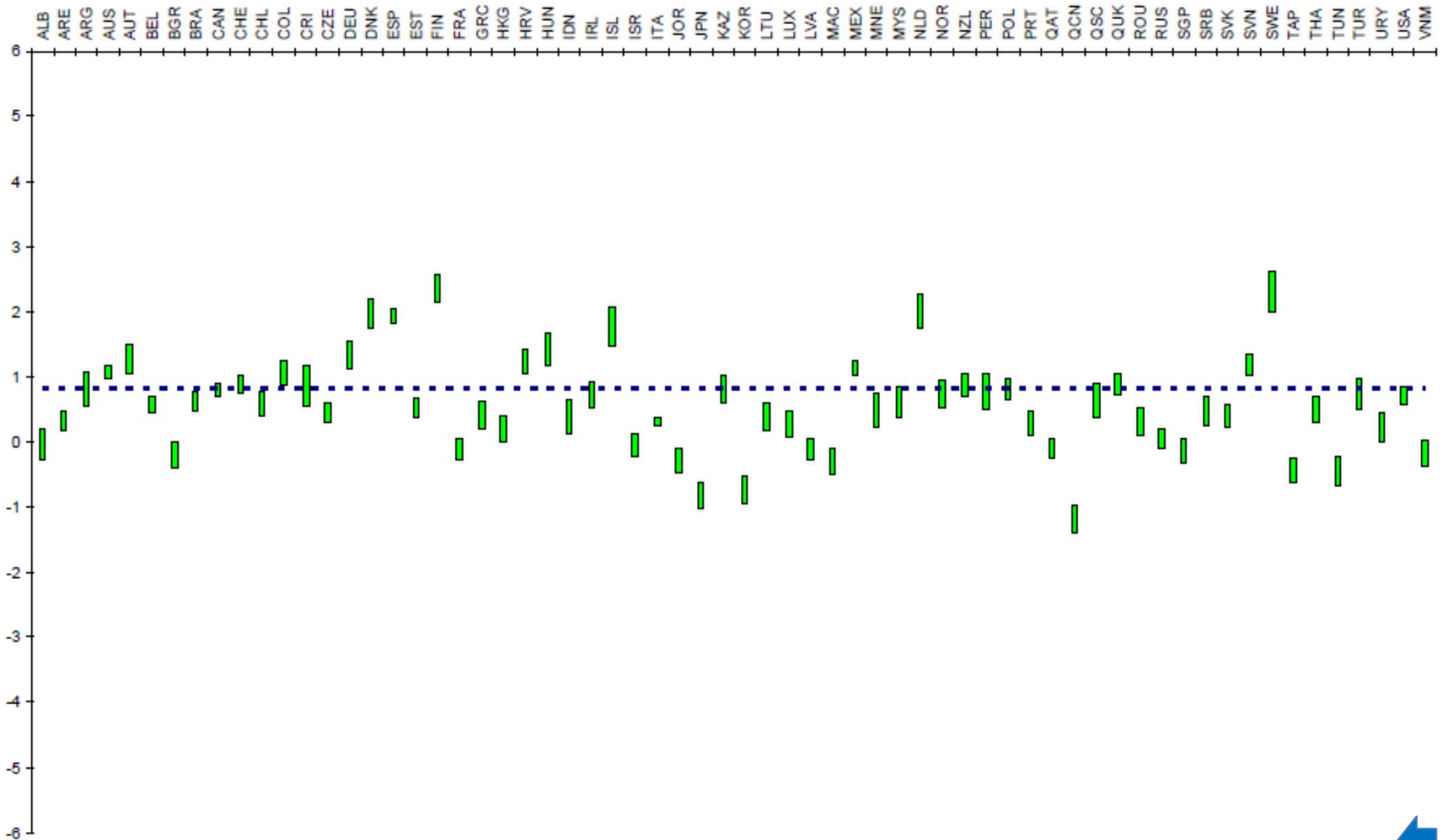 - *"All models are wrong but some of them are useful"*
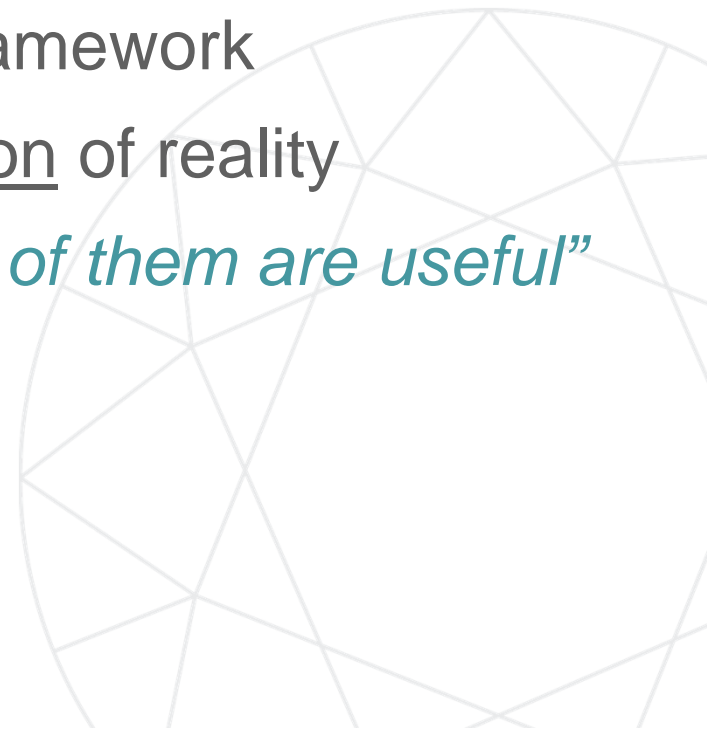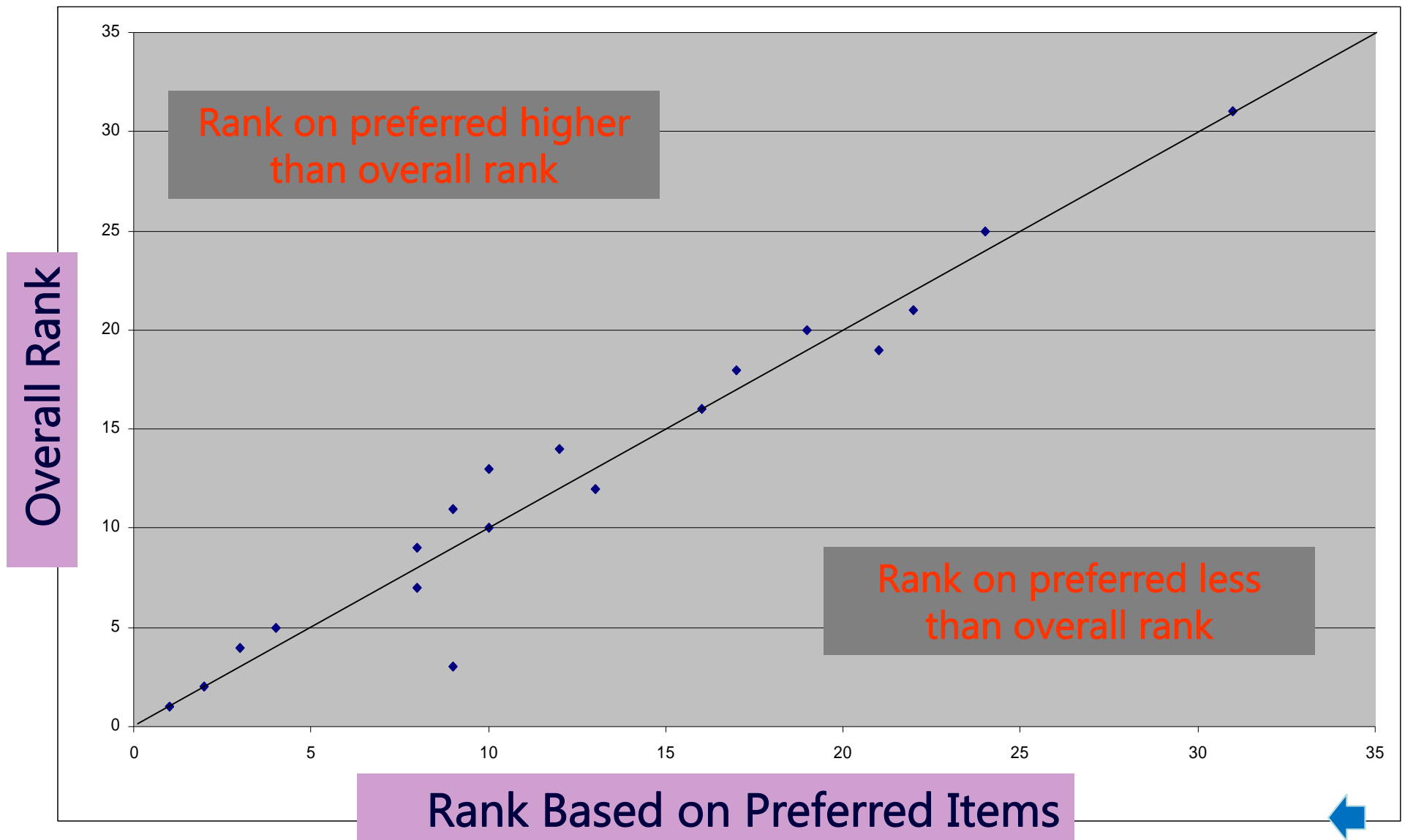
Fitness for purpose
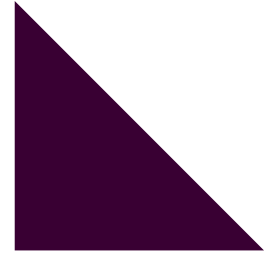
- Value and usefulness of PISA, TIMSS, PIRLS are widely acknowledged ("gold standard")
- Technical compromises can still leave you with fitness for purpose
  - DIF
  - 'Preferred item' analysis (PISA)
  - Test-curriculum matching analysis (IEA)
- Highly valued and useful, despite their compromises

Between-country DIF – a PISA item

Country comparison: *overall vs. preferred*

Rank on preferred higher than overall rank

Rank on preferred less than overall rank

Overall Rank
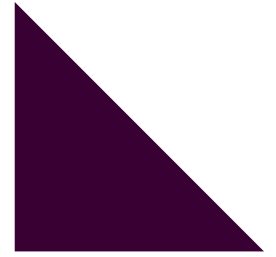
Rank Based on Preferred Items

Test-curriculum matching analysis

- TIMSS:

  - "Is this item in your curriculum?"
  - Analysis of data for all items versus items in curriculum
  - Made no difference to outcomes
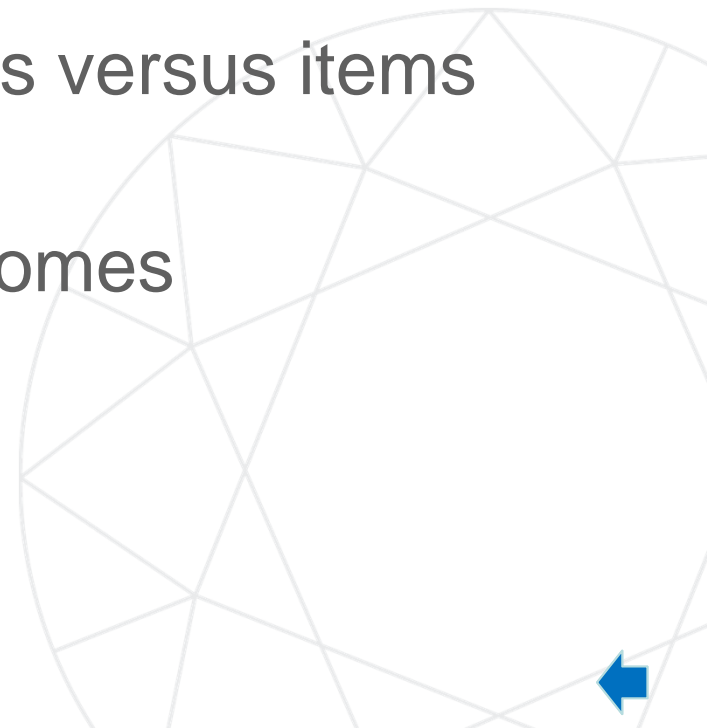
Using and accommodating diversity

- Diversity and variation (national and cultural contexts)

- Accommodating different languages
  - E.g. treatment of 'decoding'

- Using different assessment programs
  - Build on longstanding and current assessment work
  - We can find the different assessments in the UIS reporting scale
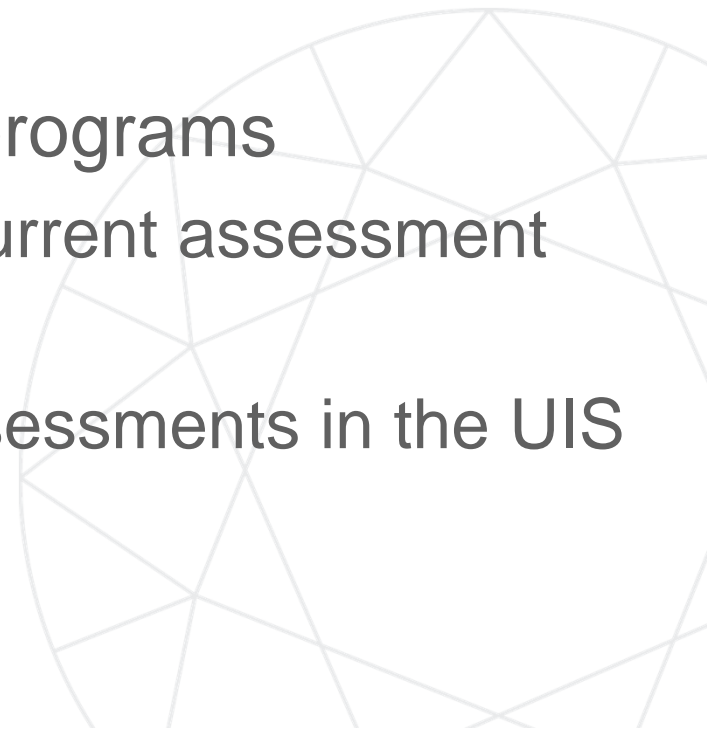
EGRA

	Decode	Retrieve	Interpret	Reflect
14				
	... **(levels 8-13)** ...			
7				
6			Passage Reading and Comprehension	
5	Passage Reading and Comprehension			
4	Letter sound knowledge			
3	Letter Name Knowledge		Listening Comprehension	
2		Listening Comprehension		
1				

PIRLS

	Decode	Retrieve	Interpret	Reflect
12-14		*(levels 12-14)*		
11		Interpret a character's actions to provide a description of a character trait with a supporting example. Interpret and integrate textual and visual information to make 3 contrasts.		
10		Integrate evidence to show understanding of a character's intention. Evaluate the significance of an event. Examine a specified table of information and show understanding of the use of the information.		
9		Make a straightforward inference about a character's reaction to a situation. Recognise the main message of a brochure.		
8				
7		Locate and retrieve explicitly stated detail from the beginning of the text.		
1-6		*(levels 1-6)*		

Reading in a nutshell

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13. Interpret many aspects of co.............s

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11. Interpret texts with a key aspect o.......

PISA

10. ....some complexities
competing information

9. Make inferences & manage low-level competing.......

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EGRA

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What are the alternatives?
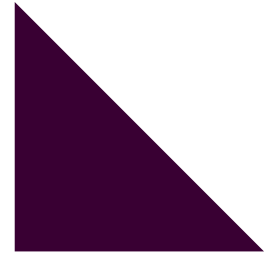
- Adopt an existing testing program
  - Enshrines single approach

- Rely on existing country data
  - Comparability and consistency
  - Missed opportunities for capacity building

- Develop a Universal Basic Test (e.g. minimalist instrument)
  - *'Universal':* cross-national consensus possible?
  - *'Basic':* limited, reductionist?
  - *'Test':* reducing agency of current programs
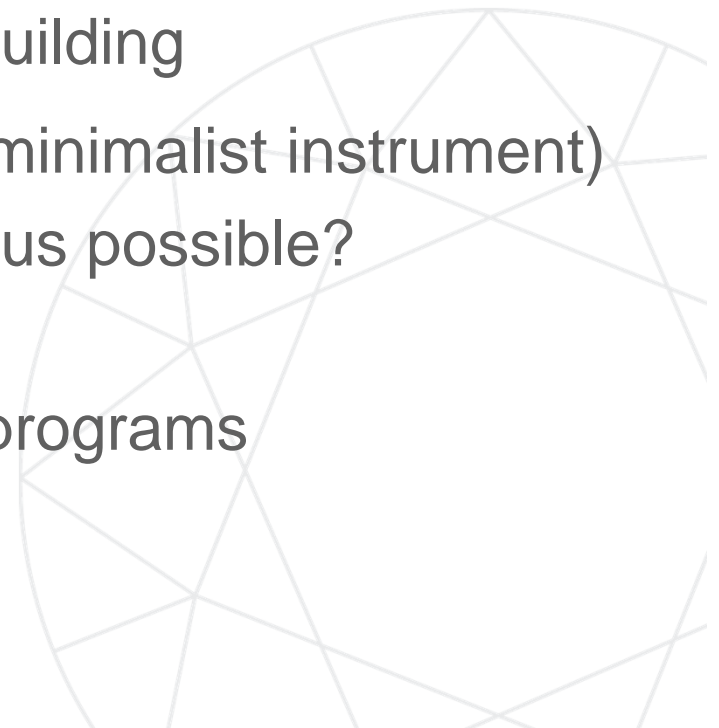
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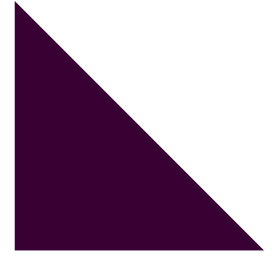
- Review and consultation process
  - Registration, links and feedback on line

- Empirical validation

- Establish locations on scale ('benchmarks') for relevant SDG-4 indicators

- Support for countries in roll-out of UIS scales