



United Nations  
Educational, Scientific and  
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UNESCO  
INSTITUTE  
FOR  
STATISTICS



GLOBAL  
ALLIANCE  
TO MONITOR  
LEARNING

# Global Alliance to Monitor Learning: Update on Progress

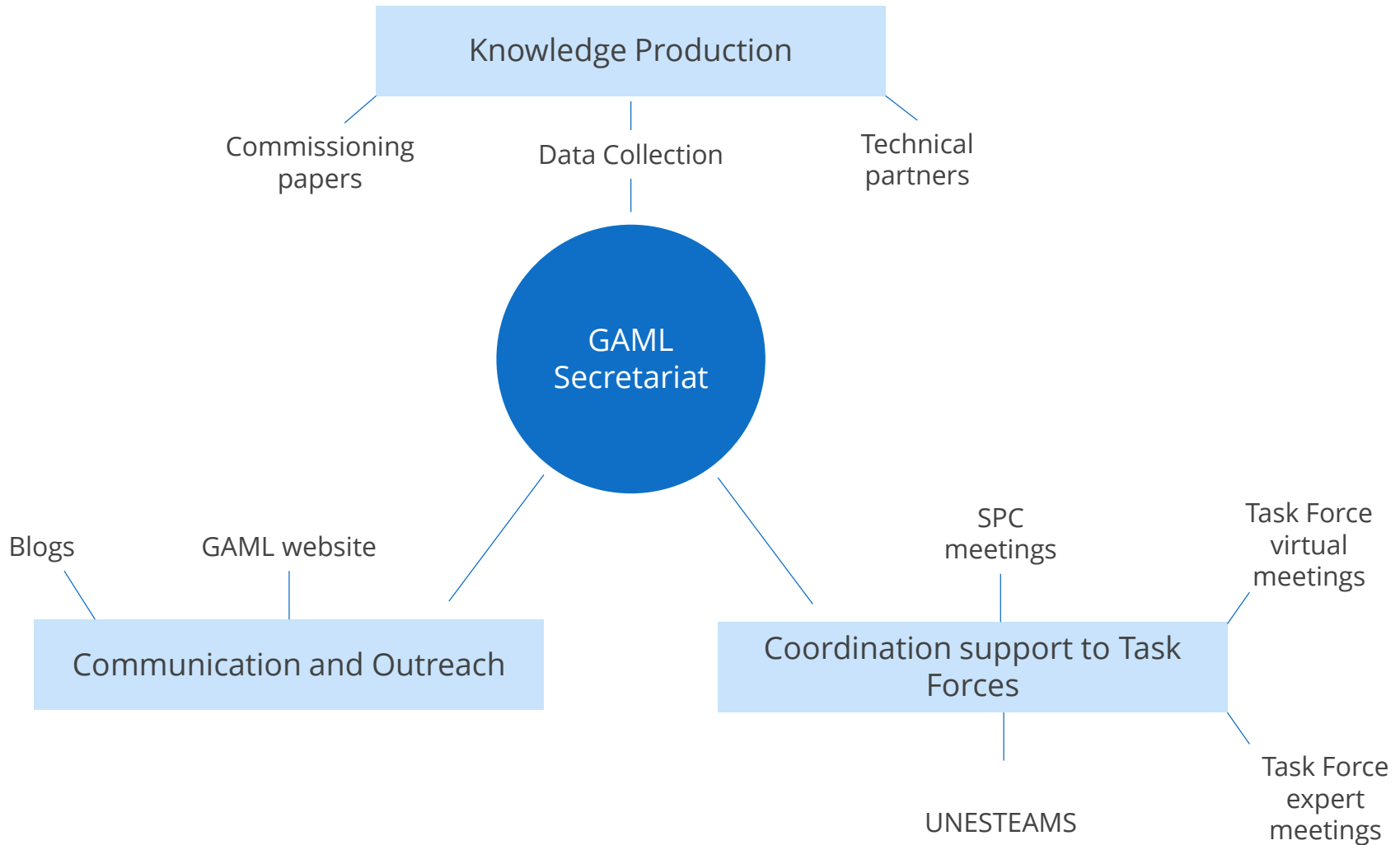
Silvia Montoya, UIS Director

GAML4

November 2017 – Madrid, Spain



- Activities of the GAML Secretariat
- Progress for each of indicators:
  - Indicator 4.1.1;
  - Indicator 4.2.1;
  - Indicators 4.4.1 and 4.4.2;
  - Indicator 4.6.1; and
  - Indicators 4.7.4 and 4.7.5



## Indicator 4.1.1

- ❑ Multi-tier indicator

*Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics.*

Tier III



Tier II

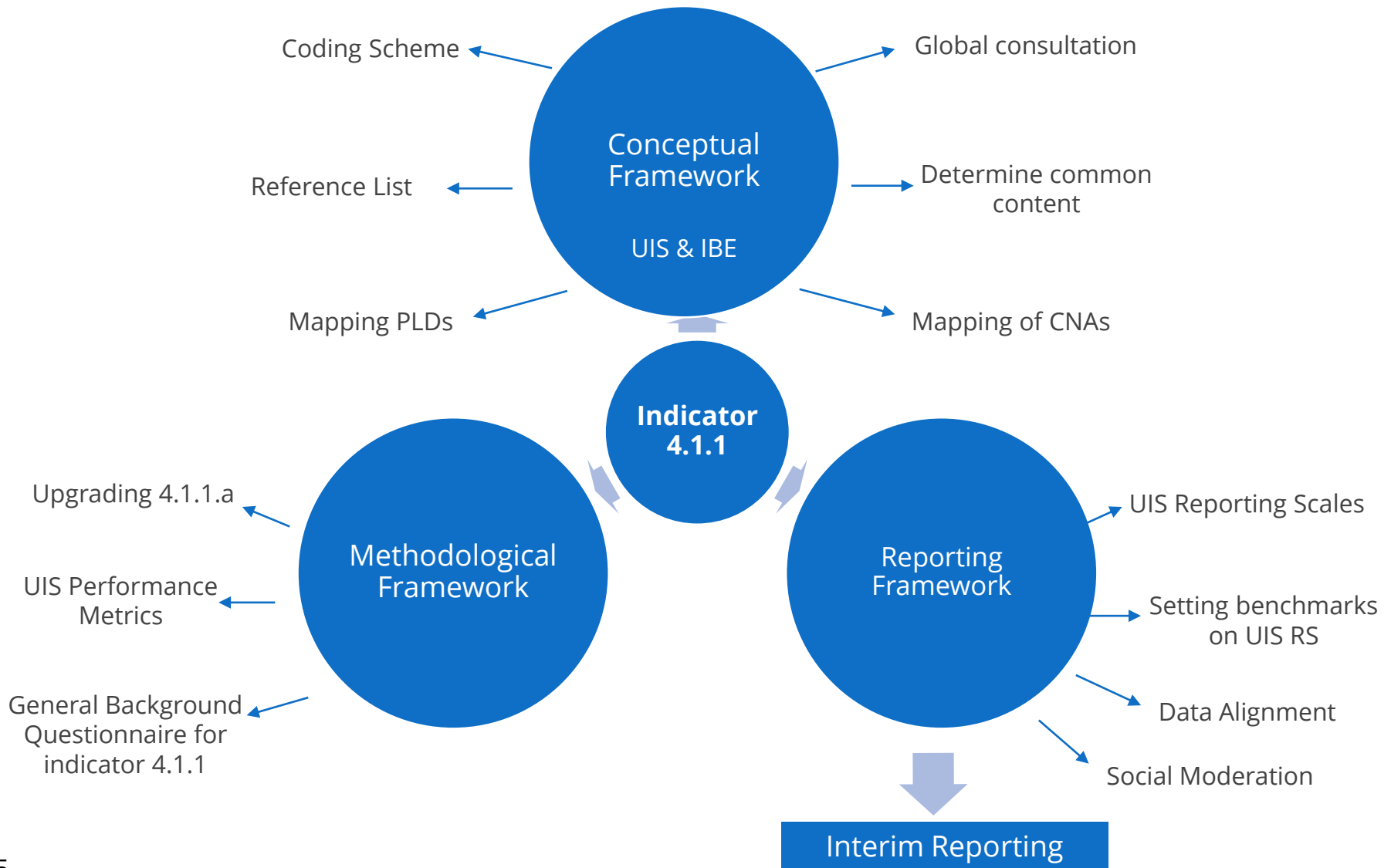
- ❑ Methodological requirements:

4.1.1.a

- Development plan to allow for cross-national comparability

4.1.1.b

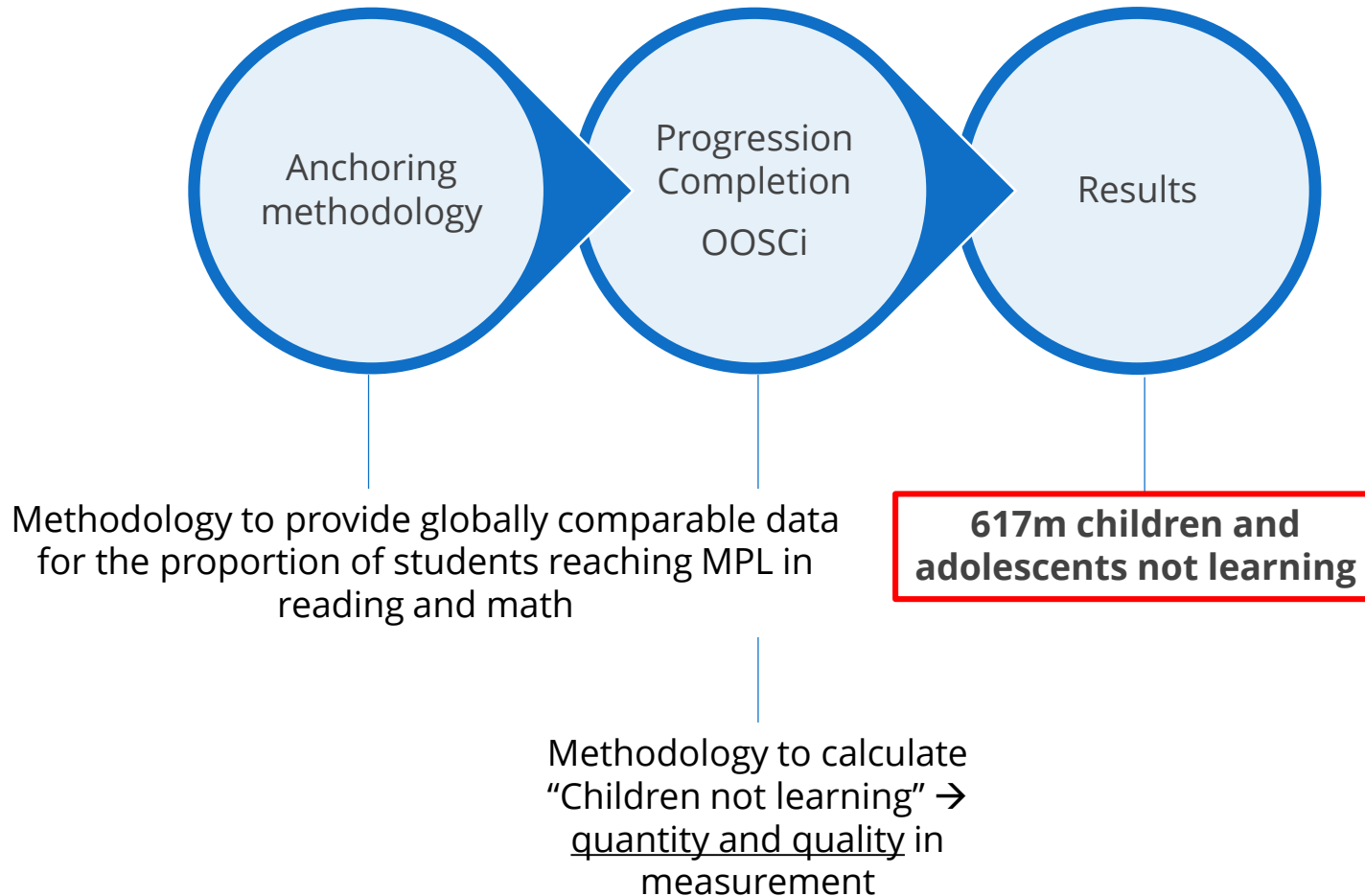
- Expanding comparability to express all assessments in:
  - Same reporting scale, and
  - Minimum standards of quality



**UIS carried out the following research activities for sound methodological decisions to be taken...**

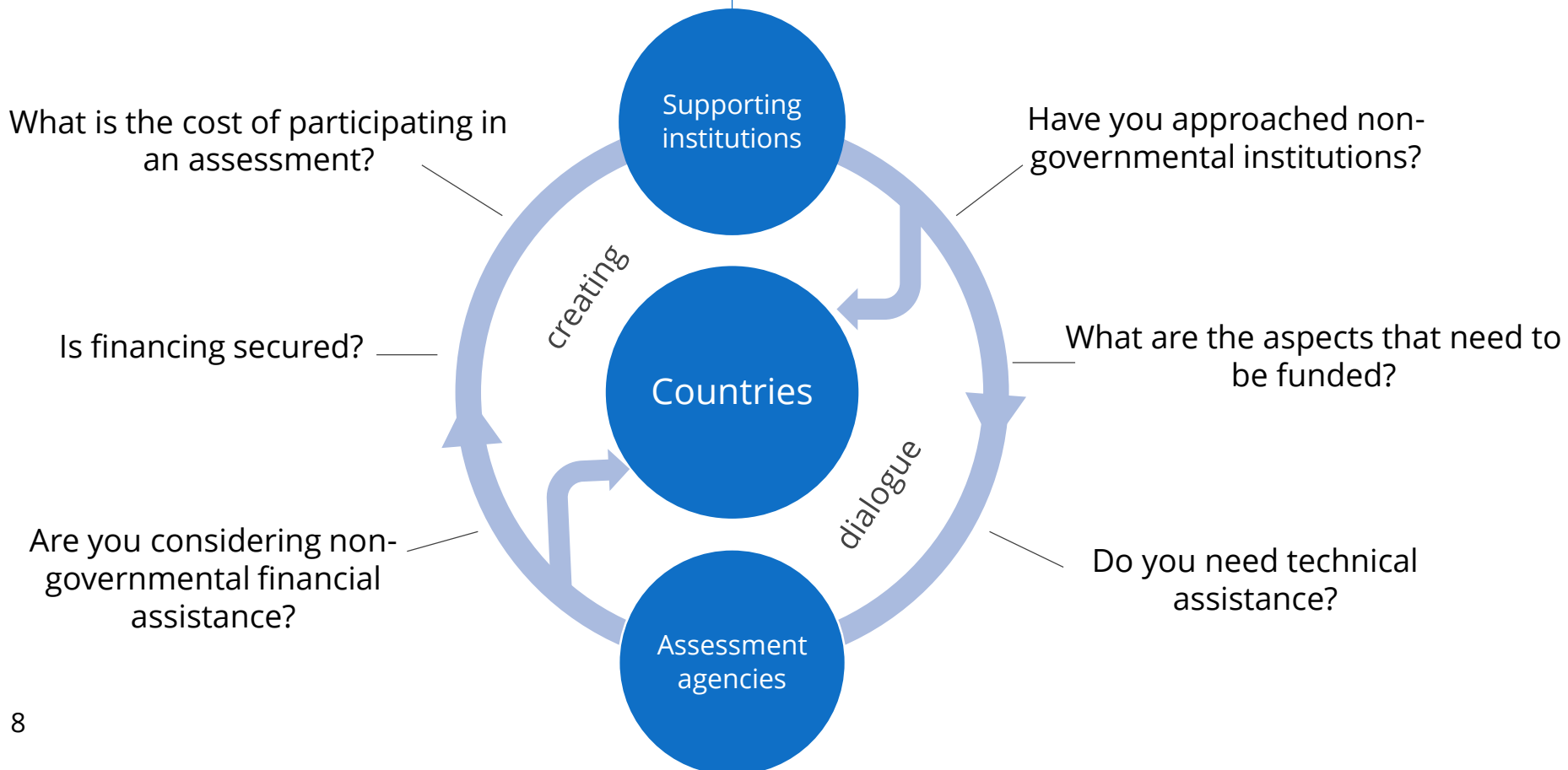
- Exploring the Commonality and Difference of Regional and International Assessments
- A Review of the use of cross-national assessments data in educational practice
- Mind the Gap: Proposal for a Standardized Measure for SDG 4 – Education 2030 Agenda
- The Methodology for a Global Composite Indicator for Education: Counting the Number of Children Not Learning
- More Than One-Half of Children and Adolescents Are Not Learning Worldwide
- Analysis of results of 2017 Survey of Cross-national Assessments
- Background Questionnaires
- Contribution of Large Scale Assessments to the Monitoring of SDG4

## Post Estimate Anchoring and Children not Learning Reporting



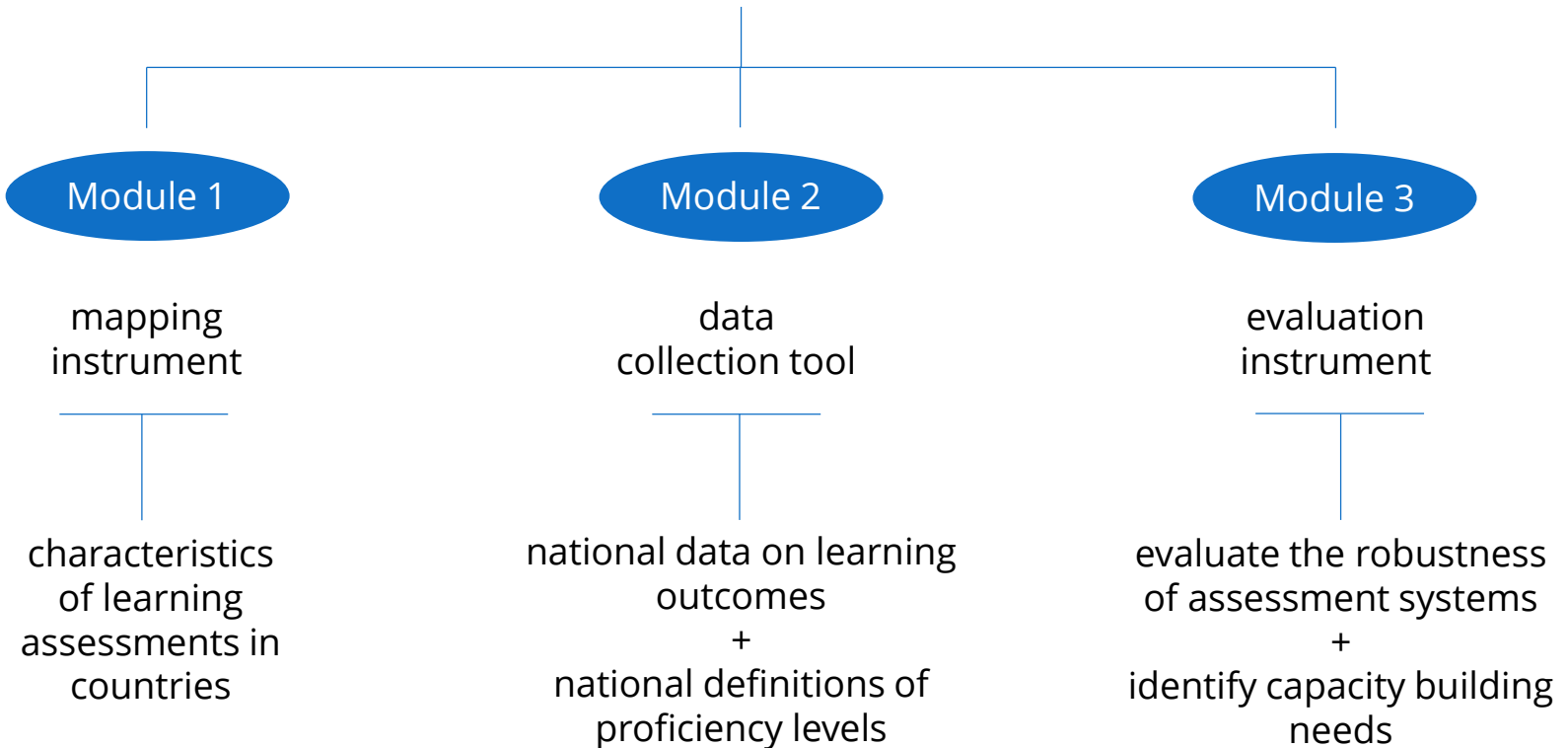
# Understanding the Funding of Learning Assessments

## Participation in Cross-national assessments



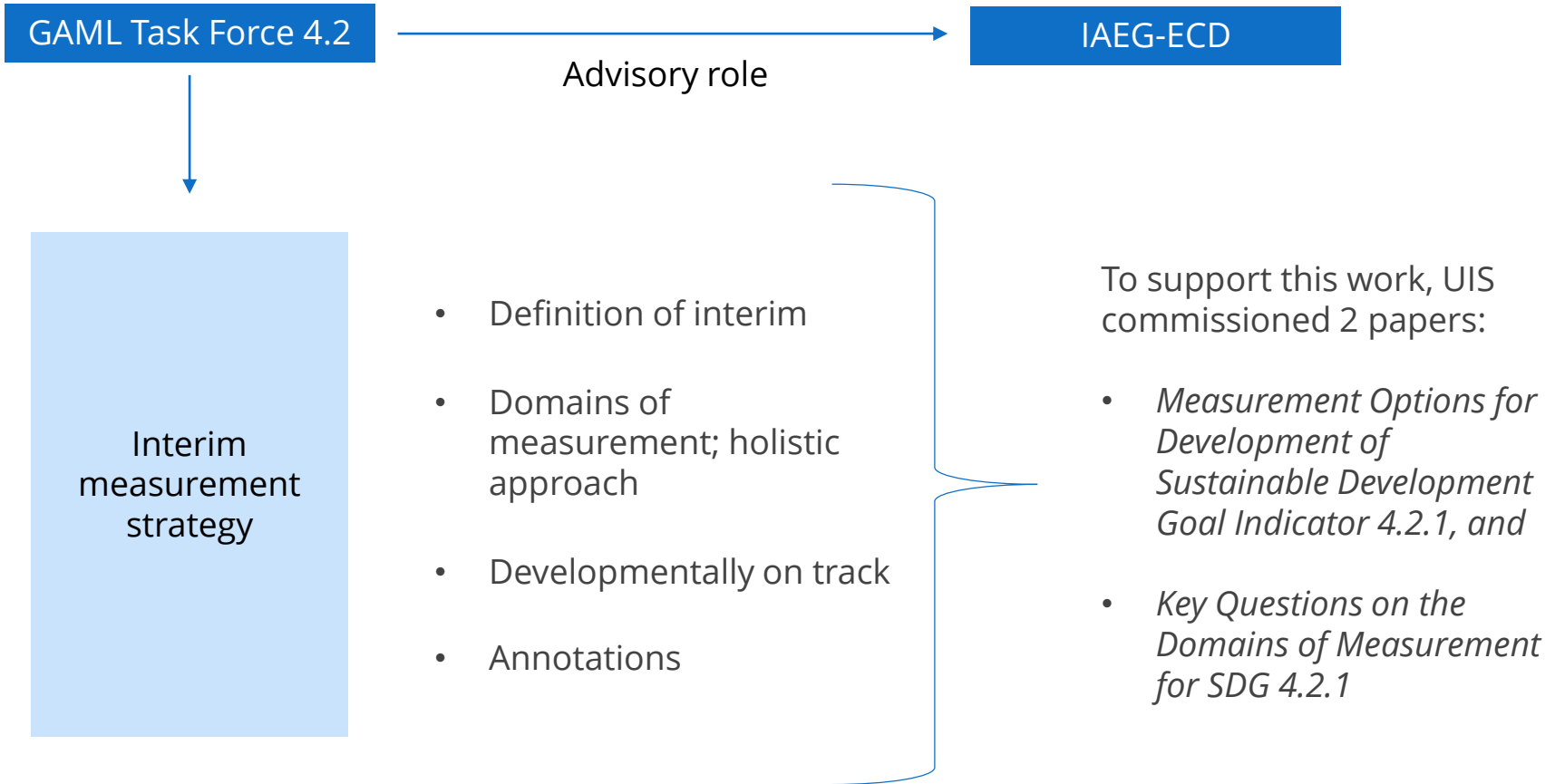


## Catalogue of Learning Assessments 2.0



# Framework for Task Forces Work

Phase	What it addresses	Main Components
Conceptual Framework	What and who to assess?	<ul style="list-style-type: none"> <li>• Assessment framework (cognitive, non-cognitive, and contextual)</li> <li>• Target population</li> </ul>
Methodological Framework	How to assess?	<ul style="list-style-type: none"> <li>• Test design</li> <li>• Sampling frame</li> <li>• Operational design</li> <li>• Data generation</li> <li>• Data analysis (e.g. classical or Item Response Theory)</li> <li>• Contextual information</li> </ul>
Reporting Framework	How to report?	<ul style="list-style-type: none"> <li>• Defining scales</li> <li>• Benchmarking</li> <li>• Defining progress (longitudinal equating)</li> <li>• Definition of an interim reporting strategy</li> </ul>



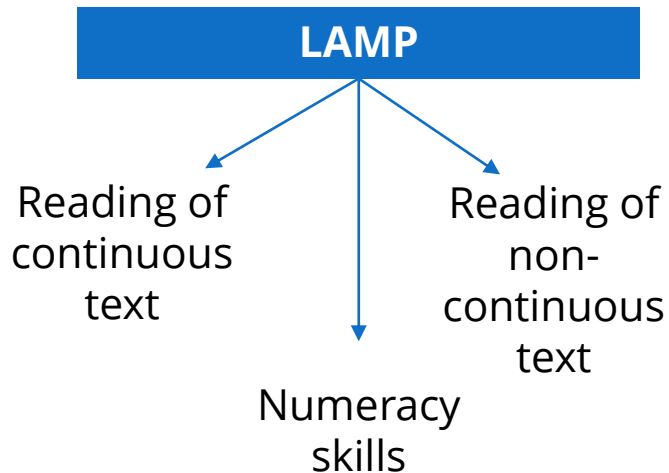
## Indicators 4.4.1 and 4.4.2

**What is a globally agreed definition of ICT and digital literacy skills?**

- *Global Competency Framework of Reference on digital literacy skills* – Center for Information Technology in Education, University of Hong Kong
  - DigComp as a base and review cross-national and national competence, curriculum and assessment frameworks of ICT and digital literacy skills
  - Online consultation
- Measurement strategy by Task Force chair

## Indicator 4.6.1

**What is a concrete definition of “fixed proficiency levels” & “functional literacy and numeracy”?**



- Classified inventory of literacy assessments
- Four criteria are used to describe assessment/survey on literacy:
  - Definition invokes continuum
  - Assessment covers full range of skills
  - Statistical methods confirm psychometric stability
  - Statistical methods support comparison
- A glance of existing assessments grouped into four:
  - Direct assessments: international vs national
  - Indirect assessments: international vs national

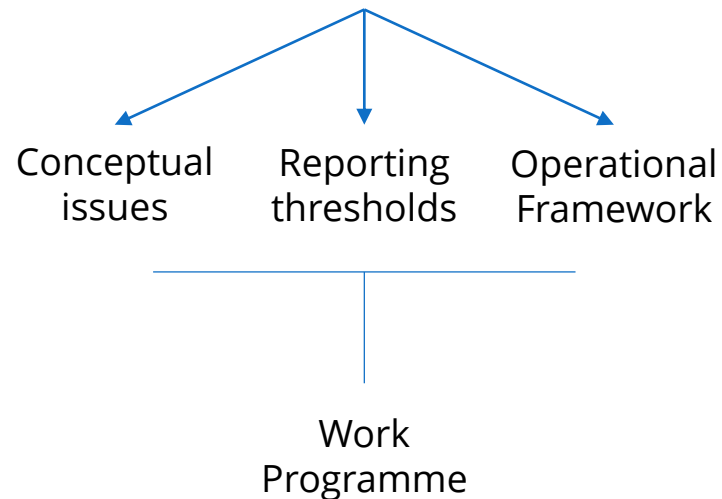
## Indicators 4.7.4 & 4.7.5

What is “adequate understanding”?

What is “proficiency”?

What are “issues related to sustainable development and global citizenship”?

- Cross-study on the results of ICCS 2016 & 1974 6th consultation
- Study to map ESD measurement tool
- Measurement strategy by Task Force



# Summary of Process

Steps	Actions	Tools/ Process	Output	Responsible	Progress to Date	Expected date of Completion
<b>Objectives</b>						
<b>Global</b>	Reporting	UIS reporting protocol	Databases	UIS	Doc Lit	2017
<b>National</b>	Improvement Plan if needed	Catalogue of Learning Assessment (modules 1 and 2)	Mapping characteristics	UIS/Partners	Pilot Modules 1 and 2 undergoing	2018
		Data alignment recording tool (DART)	Mapping results	UIS/technical Partners	CN finished Tool in development	2018
		System-Wide Analysis of Assessment Practices (SWAAP)	Concept Note Tool	ACER	Concept Note for discussion	2018

# Summary of Process (cont'd)

Steps	Actions	Tools/ Process	Output	Responsible	Progress to Date	Expected date of Completion
<b>UIS Reporting Scale</b>						
<b>1. Construction of UIS Reporting Scale</b>	1. Contents standards	Mapping of CNA		UIS/IBE mapping of CNAFs IEA/Regional Work would round up process	Mapping for Math NAFs and CNA finalized Reading Undergoing	2018
		UIS proposed definition on Concepts	UIS Draft GFFR	UIS/IBE mapping of NAFs	Math almost finalized Reading in Progress	2018
		Mapping of CNA PLs and PLDs	UIS Draft PL PLD	UIS/IBE mapping of NAFs	CN proposal Guidelines and protocols for working	2018
	2. Number and name of Prof Levels	Mapping and experts judgment	UIS Draft levels	UIS led with experts/countries	CN proposal Guidelines and protocols for working	2018
	3. Policy Proficiency level descriptors	UIS Proposal	UIS Draft PLDs	UIS led with experts/countries	CN proposal Guidelines and protocols for working	2018
	4. Full definition of the Performance Standards	UIS proposal	UIS Complete description of PLDs	UIS led with experts/countries	CN proposal Guidelines and protocols for working	2018



# Summary of Process (cont'd)

Steps	Actions	Tools/ Process	Output	Responsible	Progress to Date	Expected date of Completion
<b>Data alignment for reporting</b>						
<b>2. Socially-Moderated Alignment</b>	1. Mapping alignment of Policy Level Descriptors	Protocol concept note	Degree of Alignment	UIS/Experts/technical partners	CN proposal Guidelines and protocols for working	2018
	2. Set socially moderated Performance levels	Protocol concept note	Protocol for mapping Experts/Countries	UIS/Experts/technical partners	CN proposal Guidelines and protocols for working	2018
<b>3. Psychometric Alignment</b>	1. Alignment	Protocol / Meeting	Experts	UIS/Partners	CN proposal Guidelines and protocols for working	2018
	2. Concordance	Protocol / Field Work	Degree of Alignment	UIS/Partners	Guidelines	2020
	3. Test and/or item based linking	Protocol / Field Work	Degree of Alignment	UIS/Partners	Guidelines and protocols	2020
	4. Pair wise comparison?					
<b>4. Procedural Alignment</b>	1. Define minimum set of processes that grant quality	a. Sampling	Protocol	UIS/Partners	Guidelines and protocols for working	2018
		b. Rate of response	Protocol	UIS/Partners		
		c. Translation	Protocol	UIS/Partners		



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# Thank you!

Silvia Montoya, Director, UNESCO  
Institute for Statistics

@Montoya\_sil

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