Addressing the measurement challenges on SDG4.
Progress in methodological work in Learning Assessment

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# SDG 4 monitoring framework: learning outcome indicators

▶ Technical Cooperation Group (SDG 4)

▶ Global Alliance to Monitor Learning (SDG 4 learning)

▶ **4.1 Minimum proficiency in reading / mathematics**

▶ **4.2 Early childhood development**

▶ 4.4 Digital literacy skills

▶ **4.6 Literacy and numeracy proficiency**

▶ 4.7 Skills for global citizenship and sustainability

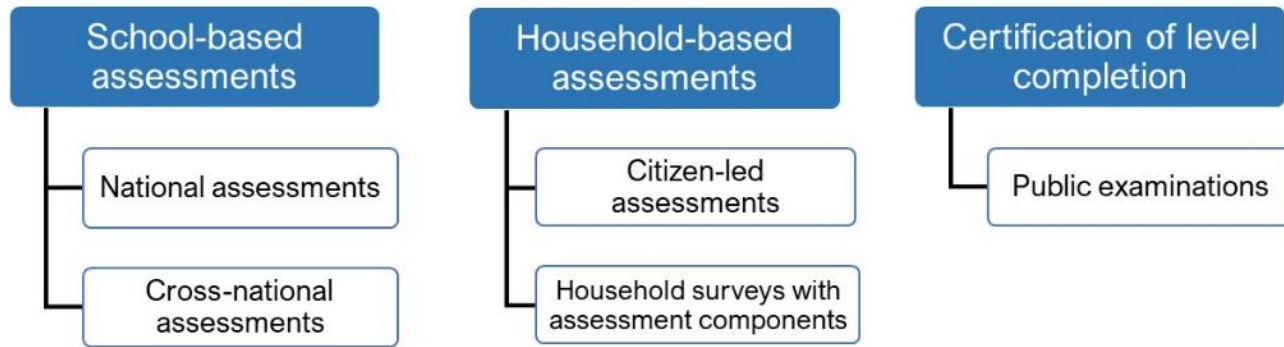# Learning outcome indicators key challenges
Coverage and frequency

80 countries do not have any comparable data on 4.1.1
Gaps between assessments can be up to 6 years or more
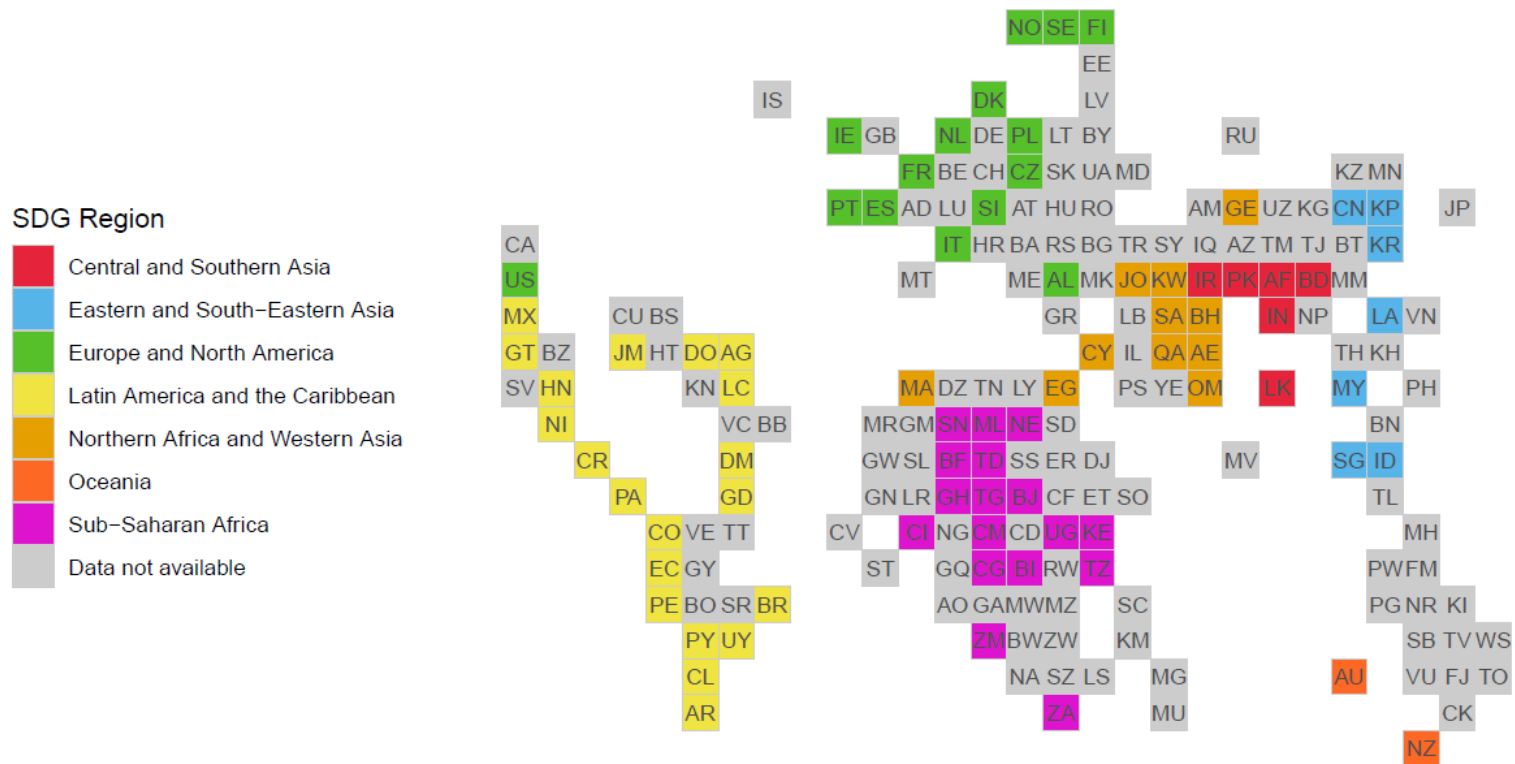
Learning outcome indicators key challenges

Comparability from multiple sources (what –content, MPL, processes) and how to express in the same scale

School-based assessments
National assessments
Cross-national assessments

Household-based assessments
Citizen-led assessments
Household surveys with assessment components

Certification of level completion
Public examinations

Test-based linking
Students take two different assessments and results are linked

Item-based linking
A set of common items are used and results are linked

Pedagogical
Experts agree on policy descriptors and item difficulty

SOLUTIONS TO GENERATE COMPARABLE DATA FOR 4.1.1

COMPARABILITY

Single test	Subject-based linking	Item-based linking	Policy linking

Subject-based linking

Pre-requisite for this approach:

International assessments *or* Regional assessments

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Item-based linking

The **item** is the point of linking

Policy linking

Experts from the countries link an assessment back to a common set of performance standards by judging item difficulty

Learning outcome indicators key challenges
Range of learning outcomes

▶ Main focus on reading and mathematics
– or at most a few other cognitive domains

▶ Little investment in assessing critical skills, creativity
– or any non-cognitive domains

Learning outcome indicators key challenges
Capacity to conduct and use assessments

▶ High levels of technical assistance needed

▶ Technical and managerial skills needed

▶ Insufficient funding for capacity development
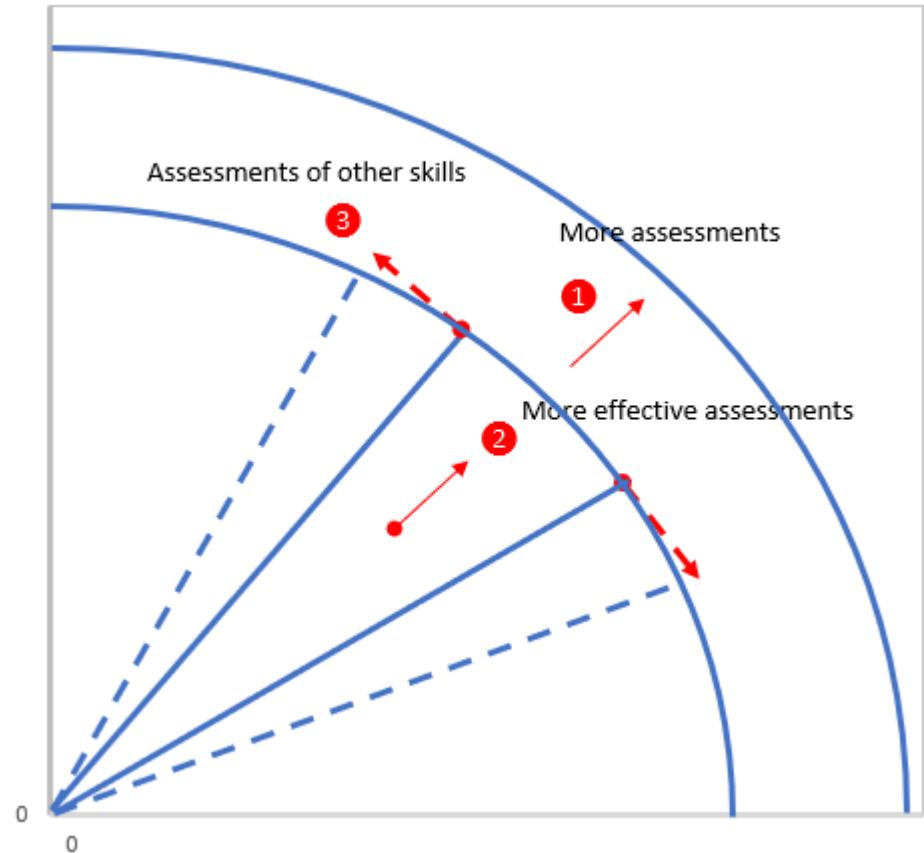
Learning outcome indicators key challenges
Coherence of support

▶ Duplication in efforts

▶ Lack of transparency in unit costs

▶ Insufficient supply of global public goods, such as item banks

Approach to the work in learning assessmetns

Range of options

① Finance assessments
② Make assessments
more efficient/effective
e.g. invest in capacity
e.g. invest in use of data
e.g. expand its use for reporting
on SDG4 indicators
③ Expand skills assessed
④ Make market transparent
⑤ Broker between countries
and suppliers; avoid wastage
⑥ Innovate

Indicator	Aspects
Indicator 4.1.1	▪ Refinement of Minimum Proficiency Levels ▪ Tools: Global Proficiency Framework, Policy Linking Toolkit and piloting
Indicators 4.7.4, 4.7.5	Endorsement of ▪ Conceptual framework discussed and approved ▪ Global Framework approved and reporting strategy in 2019 ▪ Reporting data based on existent ILSA ▪ Indicators 4.7.4 and 4.7.5 reported
Breadth of Skills- 4.7.6	Green light from TCG 2018 Endorsement of Work Plan in 2019 Conceptual and methodological framework shared in Webinar Pilot and framing of the indicator in this GAML/TCG7
Indicator 4.6.1	Endorsement of PIAAC methodological framework 2018 Endorsement of Level 2 as FL in 2019 Workplan approved and new tools in development
Indicator 4.4.2	Conceptual framework approved and currently used
Extraction of other indicators	Mapping 2018 Approval of LA to report for 4.5.2, 4.a.2 – Some other today

Agenda

Three **objectives**:

▶ **4.1.1 - (update** methodological work, pilots, assessments under way)

▶ **4.2.1 – Update** from the custodian agency

▶ **4.6.1 – proposal on tools to**

▶ **4.7.6:** assess progress relative to feasible trends

▶ **Non-cognitive SDG:** use of learning assessments for filling data gaps in SDG4 reporting.

▶ New metrics and methods and COVID-10 related work