GAML 7: GLOBAL PROFICIENCY FRAMEWORK UPDATE AND USES

October 2020

Section 1
Global Proficiency Framework Overview

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GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- Global proficiency descriptors in reading and math for Grades 1-9

- Purpose:
  - To provide a common framework with **detailed descriptors of minimum proficiency** to support countries in setting benchmarks on national assessments for reporting to SDG 4.1.1
  - To allow for **aggregating, comparing, and tracking** learning outcomes over time

- Includes four levels:

GLOBAL MINIMUM PROFICIENCY LEVEL	DEFINITION
"Below Partially Meets" Global Minimum Proficiency	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.
"Partially Meets" Global Minimum Proficiency	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.
"Meets" Global Minimum Proficiency	Learners have developed sufficient knowledge and skills. As a result, they can successfully complete the most basic grade-level tasks.
"Exceeds" Global Minimum Proficiency	Learners have developed superior knowledge and skills. As a result, they can complete complex grade-level tasks.

GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- **Math framework includes 5 domains**: number knowledge, measurement, geometry, algebra, and statistics and probability.

- **Math framework achieves vertical alignment** largely by carrying GPDs from "exceeds" in one grade to "meets" in the next and partial in the third grade.

GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- **Reading framework includes 3 domains**: comprehension of spoken or signed language, decoding, and reading comprehension

- **Reading framework includes information on text complexity** to help users interpret GPDs

GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- **Developed in April – May of 2019**
    - 30 reading & math experts
    - Based on Global Content Frameworks
    - Consulted available national curriculum and assessment frameworks

- **Updated in May – October of 2020**
    - Incorporated feedback from alignments conducted in: Seven Countries (India, Bangladesh, Nigeria, Ghana, Gambia, Malawi, Djibouti) and the International Common Assessment of Numeracy (ICAN)
    - Added Grades 1 and 7-9
    - Ensured coverage of all languages
    - Improved inclusivity
    - Added examples and text complexity piece

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GRADE 5

D: DECODING

D1: PRECISION

D1.1: Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences

D1.1.1_P	If the grade 5 curriculum introduces new symbols, say or sign accurately very common and simple grade 5-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_M	If the grade 5 curriculum introduces new symbols, say or sign accurately common grade 5-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).	D1.1.1_E	If the grade 5 curriculum introduces new symbols, say or sign accurately very common and simple grade 5-level symbol-sound/fingerspelling and/or symbol-morpheme correspondences (language- and country-specific).

D1.2: Decode isolated words

D1.2.1_P	Say or sign accurately very common and simple, isolated grade 5-level words (language- and country-specific).	D1.2.1_M	Say or sign accurately common, isolated grade 5-level words (language- and country-specific).	D1.2.1_E	Say or sign accurately more difficult, isolated grade 5-level words (language- and country-specific).

D2: FLUENCY

D2.1: Read a grade-level continuous text aloud at pace and with accuracy

D2.1.1_P	Say or sign accurately a grade 5-level continuous text, at a pace that is slow by country standards for fluency for the language in which the assessment is administered (e.g., often word-by-word).	D2.1.1_M	Say or sign accurately a grade 5-level continuous text, at a pace that meets minimal country standards for fluency for the language in which the assessment is administered.	D2.1.1_E	Say or sign accurately a grade 5-level continuous text, at a pace that exceeds minimal country standards for fluency for the language in which the assessment is administered.

R: READING COMPREHENSION

R1: RETRIEVE INFORMATION AT WORD LEVEL

R1.1: Recognize the meaning of common grade-level words

R1.1.1_P	Recognize the meaning of very common grade 5-level words (e.g., match a given word to an illustration or synonym or brief definition).	R1.1.1_M	Recognize the meaning of common grade 5-level words (e.g., match a given word to an illustration or synonym or brief definition).	R1.1.1_E	Recognize the meaning of less common grade 5-level words (e.g., match a given word to an illustration or synonym or brief definition).

Section 2
Global Proficiency Framework Uses

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GLOBAL PROFICIENCY FRAMEWORK USES

- Linking assessments to SDG 4.1.1

- Positive, unintended uses
  - Inform curriculum updates (Madagascar)
  - Inform national standards and benchmarks (Djibouti, Nigeria, Senegal)
  - Develop new assessments (Senegal)
  - Classify items for Global Item Bank

- Could inform education programming during the COVID-19 Pandemic
  - Inform focused remote-learning curriculum frameworks
  - Inform remote assessment

QUESTIONS?

Questions or Feedback

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