WHAT IS GLOBAL MINIMUM PROFICIENCY?

CIES 2021

APRIL 26, 2021

Section 1
Background

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SUSTAINABLE DEVELOPMENT GOAL 4.1.1

Target 4.1

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Indicator 4.1.1

4.1.1 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, by sex

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CHALLENGES OF REPORTING TO SDG 4.1.1

Assessments are not comparable because...

- Differences in content / language
- Differences in assessment difficulty
- Lack of benchmarks
- Lack of low-cost methodologies to express results on the same scale

What is needed to address these challenges?

- Definition of a ***common knowledge and/or skills to measure***
- Definition of ***common expectations for proficiency (performance standards)***
- Definition of a ***methodology for harmonizing*** data from different contexts on the same scale

WHAT IS POLICY LINKING?

Low-cost, practical method that relies on panelists' judgments to link assessments to the Global Proficiency Framework (GPF) for reporting on SDG 4.1.1

Section 2

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.

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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.

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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

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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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GLOBAL PROFICIENCY FRAMEWORK EXAMPLE

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).

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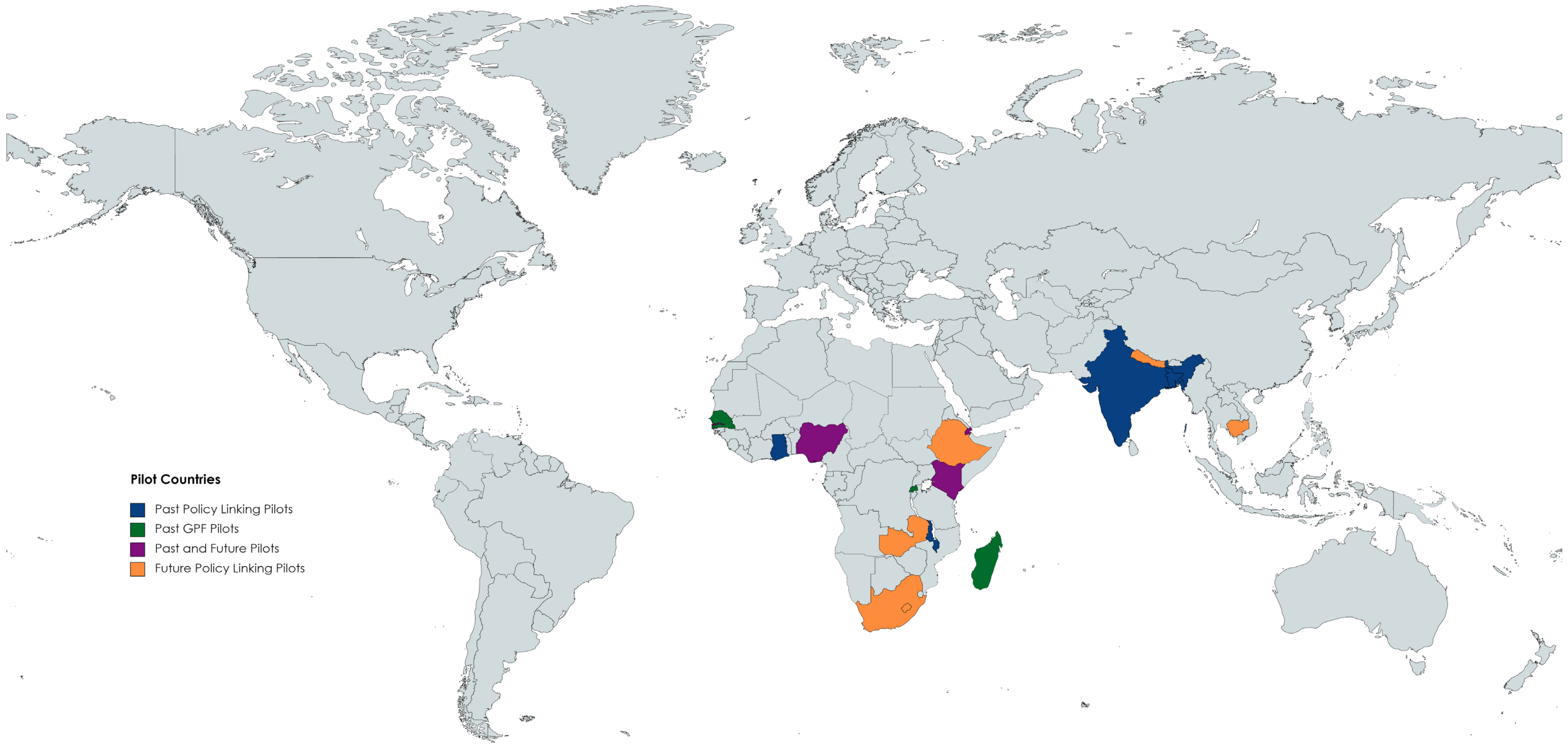
Pilot Countries

- Past Policy Linking Pilots
- Past GPF Pilots
- Past and Future Pilots
- Future Policy Linking Pilots

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Section 3
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?

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Questions or Feedback

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POLICY LINKING FOR MEASURING GLOBAL LEARNING OUTCOMES

Using the GPF in a cross-national remote benchmarking workshop

Colin Watson

UK Department for Education

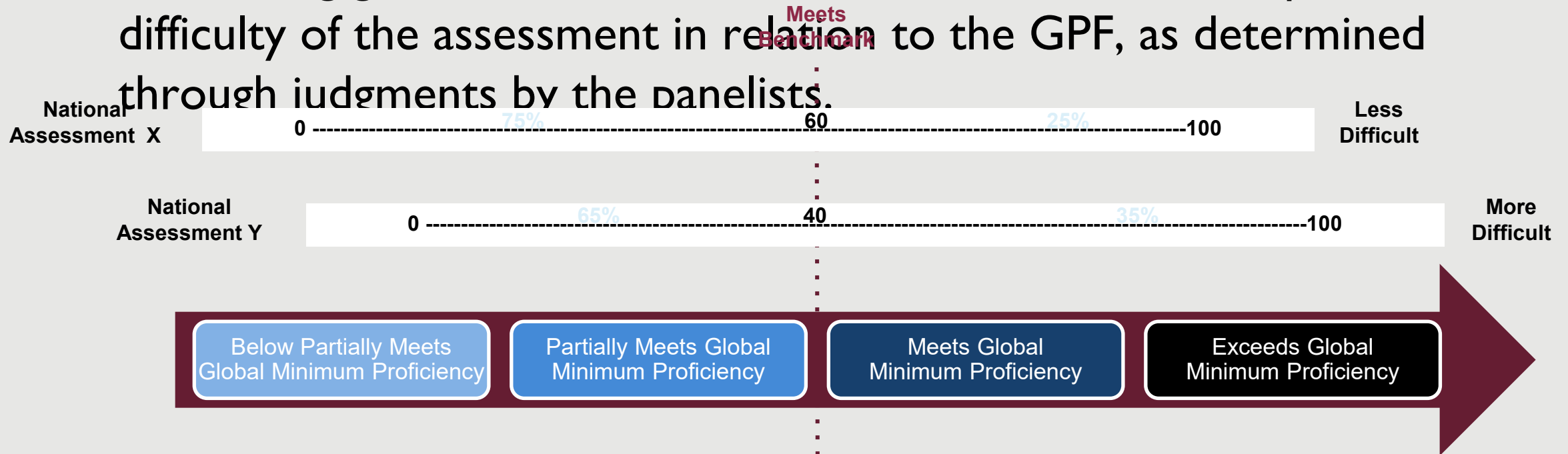(funded by the UK Foreign, Commonwealth and Development Office)

PRESENTATION CONTENT

- Using the Global Proficiency Framework (GPF) to set global standards

- Using the GPF in a remote, cross-national standard setting workshop

- How to ensure learning outcomes' measurement is more inclusive

USING THE GPF TO SET GLOBAL STANDARDS

- Setting **global benchmarks** on different assessments links each assessment to the GPF.

- Positioning global benchmarks on the assessment scale depends on the difficulty of the assessment in relation to the GPF, as determined through judgments by the panelists.

Meets Benchmark

National Assessment X
0 ----------- 75% ----------- 60 ----------- 25% -----------100
Less Difficult

National Assessment Y
0 ----------- 65% ----------- 40 ----------- 35% -----------100
More Difficult

| Below Partially Meets Global Minimum Proficiency | Partially Meets Global Minimum Proficiency | Meets Global Minimum Proficiency | Exceeds Global Minimum Proficiency |

POLICY LINKING STEPS

There are six steps to the policy linking process:

- Ensure participants understand the expectations of performance for the different global proficiency levels

- Determine whether the items in the assessment are aligned with the GPF in terms of content coverage

- Match the items in the assessment to the descriptors in the GPF

- Determine whether children performing at the different global proficiency levels would be likely to answer the question correctly

- Review outcomes of all panelists and impact data to explore rationale for decisions

- Finalize outcomes to determine benchmarks

INTERNATIONAL COMMON ASSESSMENT OF NUMERACY

The **Assessment**:

- ICAN developed and launched by PAL Network in 2019

- Assessment tool, available in 11 languages

- First round of large-scale implementation in one rural district in 13 countries

The **Workshop**:

- To demonstrate the feasibility of using a common assessment framework and set of tools across different country contexts

- To highlight the ways in which ICAN can be used to generate estimates that respond to important questions on foundational learning confronting countries in the Global South, including the performance of out-of-school children

LESSONS LEARNT FROM REMOTE WORKSHOP (I)

This was the first remote policy linking workshop and it was very successful.

We learnt:

- Logistics
  - Given the length of the documents, it is useful to provide hardcopies
  - Encourage panelists to join via laptops rather than phones
  - Provide data cards to panelists with time to check that they work and change provider
  - Set up a WhatsApp (or similar) group to communicate with panelists
  - Have a dedicated administrator to manage the teleconference platform (not a facilitator)

LESSONS LEARNT FROM REMOTE WORKSHOP (II)

- Discussion
  - Find a way to encourage panelists to have discussions amongst themselves before asking for questions in the main group
  - Schedule 1:1 sessions with each panelist between key main sessions to ensure understanding
  - When panelists are undertaking tasks, ensure they have a way to contact facilitators in case they have questions

- Standards
  - To aid with later tasks, ask panelists to write down the names of students who are best described by the descriptors in the GPF

INCLUSIVE MEASUREMENT OF LEARNING OUTCOMES

This workshop has demonstrated that policy linking can be inclusive in several ways:

- Involve remote educators without the need to bring to a central location (reduced costs and Covid-safe)

- Bring together educators from different countries for professional dialogue on standards

- Demonstrated that policy linking was suitable for assessments used with children both in and out of school

Challenges and Benefits of Translating Global Standards to Local Contexts

Norma Evans

Technical Director

Evans and Associates Educational Consulting Limited

Overview

- Intended purpose of the GPF

- Three vignettes of how GPF was used

  - Senegal

  - Nigeria

  - Madagascar

- Unintended benefits and challenges of the GPF

Intended purpose of the GPF

A common reference for interpreting national, regional, and international assessments of reading for SDG reporting purposes

- List of minimum standards for key reading and mathematics skills for each of grades 1 to 9 (*curriculum standards*)

- Standards apply to all languages, regardless of structure or orthography
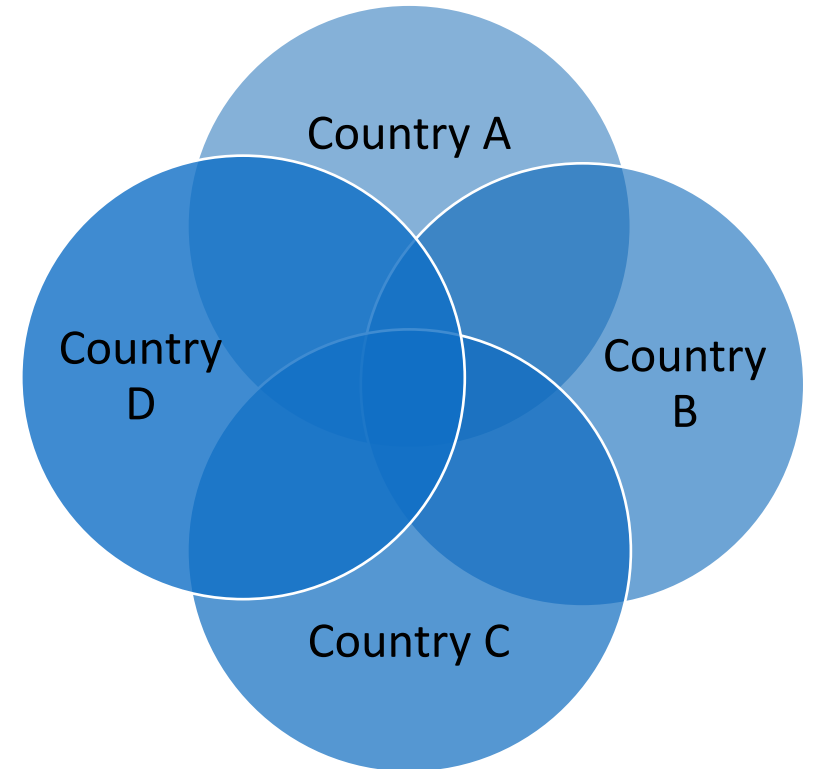
SENEGAL

CONTEXT

- History of participation in regional and international assessments (PASEC, PISA)

- Lengthy history of reading assessments (EGRA)

- Partnership with UNESCO (Rosetta Stone)

- Regular national assessments of learning outcomes (SNERS)

- Research-based language arts curriculum (reading)

ISSUES

Regular national assessments of learning outcomes (SNERS)

- No comparability of results over time

Mandated end-of-term assessments

- No comparability of results across regions or over time

SOLUTIONS

Build a national assessment framework for reading (Gr 1 to 6), in French and national language, modeled on the GPF

- to design and interpret future national reading assessments (Skills to assess at each grade, interpretation of assessment results)

- To standardize end-of-term reading assessments for Gr 1 to 3

NIGERIA

CONTEXT

- Limited participation in regional or international assessments

- Reading assessments only in donor-supported pilot regions (EGRA)

- Irregular national assessments of learning outcomes (MLA)

- 11 different languages of instruction, a few with research-based reading curricula and accompanying reading materials

ISSUES

- No national picture of pupils' reading abilities

- A lot of different measures of reading skills in a few targeted regions, but limited comparability of results over time

- 11 different languages/reading curricula

SOLUTIONS

- National reading framework (policy document) centered around a national evaluation framework for reading, grades 1 to 6

- Evaluation framework modeled on the GPF
  - harmonize reading curriculum across 11 languages, with integrating necessary differences
  - set performance standards for key skills like fluency
  - standardize future reading assessments

MADAGASCAR

CONTEXT

- Limited participation in regional or international assessments

- Limited reading assessments (EGRA)

- Irregular national assessments of learning outcomes

- Three languages of instruction, Malagasy (official, regional variety) and French

- New curriculum under development (first in 25 years)

ISSUES

- Needs to develop a curriculum that:
  - will improve outcomes in reading and mathematics
  - aligns pupil expectations with international standards

SOLUTIONS

- Use the GPF as a reference
  - compare mathematics curricula of high performing countries - and draft Malagasy curriculum - against GPF
  - develop new mathematics curriculum (and reading curriculum)

UNINTENDED BENEFITS

- GPF can be used in different ways, by different countries, depending on their needs and priorities

  - National assessment and reporting systems (Senegal)

  - Policy, curriculum and assessment, catalyst for change (Nigeria)

  - Curriculum development (Madagascar)

- Adapting GPF use to country needs results in increased ownership of the GPF and the educational improvement process (*social responsibility*)

Challenges

- Potential tension between international needs (reliable SDG reporting) and national needs

- Need for national assessment frameworks to reflect local context (*e.g., teaching in first versus second language, particularities of languages, languages in contact, tonal languages, etc.*)

GPF

National assessment frameworks
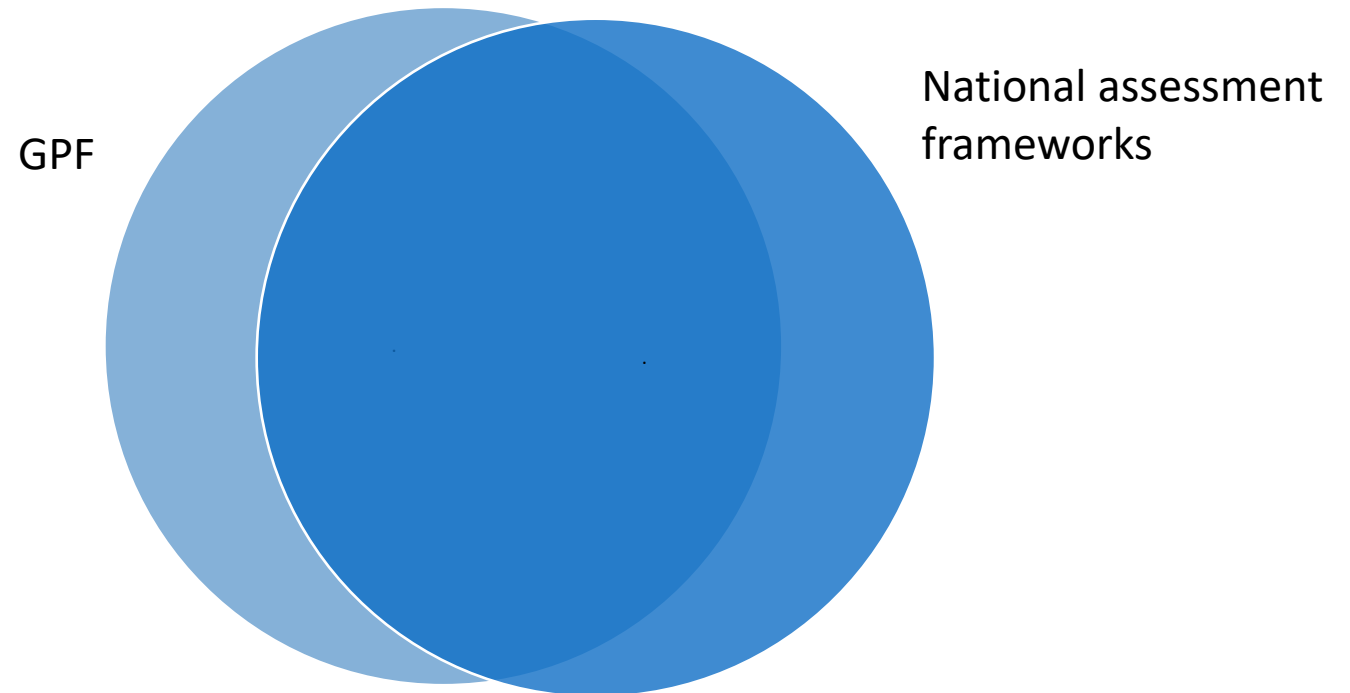
Thank you

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Policy linking- Redesigning National Assessments for SDG Reporting: the Senegal Experience:

vCIES 2021

Mr. Badara Sarr, Education and Learning Adviser

April 26, 2021

PRESENTATION PLAN

- Why modify current assessment?

- The process used to modify

- Next steps

Why modify current national assessment (SNERS)?

- Provide decision-makers with an accurate picture of learners' progress concerning critical learning outcomes in the curriculum;

- Ensure comparability of results over time

- Provide national decision-makers with a measure of the country's progress on Sustainable Development Goal 4.1.1.

- Enable Senegal to report on SDG 4.1.1 (international comparision)

The process used to modify (Step1)

- Develop a revised table of specifications for SNERS that:

    – identifies the key skills in the new national reading framework and in the GPF and

    – weights the skills according to the technical reporting requirements in the GPF

Minimum technical specifications of GPF reporting requirements – Weighting of items

	Grade 1-2	Grades 3 to 6
Minimal alignment	5 Decoding items 5 Comprehension of spoken, signed language items - Items mesure ≥50% of the 5 to 7 Gr 1-2 sub constructs or these skills (depending upon Grade)	5 Reading Comprehension items - Items mesure ≥50% of the 6 to 9 Gr 3 to 6 Reading Comprehenion sub constructs
Additional alignment	Not applicable	Not applicable
Strongly aligned	5 reading comprehension items - Items measure 1 or more Gr 1 - 2 RC subconstructs for these skills	5 items - Retrieving information 5 items - Interpreting information 5 items – Reflecting information - Items mesure ≥50% of the 6 to 9 Gr 3 to 6 sub constructs for these skills

The process used to modify (Step1)

- Create SNERS items:

  - that measure these skills and

  - measures them to the same degree of difficulty as outlined in the curriculum (for national reporting purposes)

The process used to modify (Step2)

- Administer items in a sample of schools

- Evaluate their psychometric validity, reliability

- Select items for national assessment, based on psychometric properties

- Prepare a technical summary report on the psychometric properties of the assessment for SDG reporting requirements

The process used to modify (step 3)

- Establishing a national representative sample

- Administering new assessment

- Analyse the data

- Using policy linking methodology to establish minimal cut scores for SDG and national reporting purposes

- Prepare a final report describing the scientific validity of the instruments, the samples and the policy linking processes used

What do we expect to learn? (Pilot)

To what extent do we need to modify:

- the items in a national assessment

- the process of administrating the assessment

- the process for interpreting the results

to meet GPF reporting requirements, as well as national reporting priorities

Where are we now?

- Partnership between INEADE, MSI, LPT to support the initiative

- We expected to have finalized the instruments (March) and be ready for national data collection (May)

- COVID has delayed the process.

- Working on developing, finalizing the table of specifications

Thank You

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QUESTIONS?