



Challenges and Benefits of Translating Global Standards to Local Contexts

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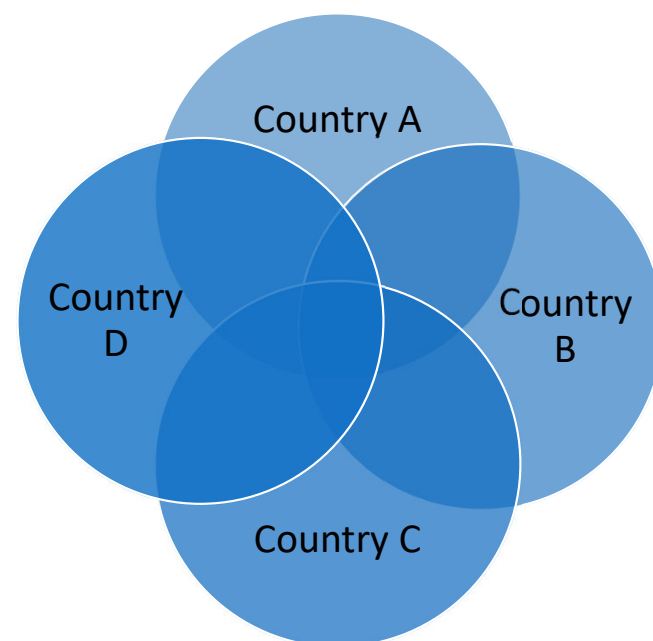
Overview

- 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



UNESCO
INSTITUTE
FOR
STATISTICS



GLOBAL
ALLIANCE
TO MONITOR
LEARNING



GLOBAL PROFICIENCY FRAMEWORK FOR READING

Grades 1 to 9

DECEMBER 2020



BILL & MELINDA
GATES foundation





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)

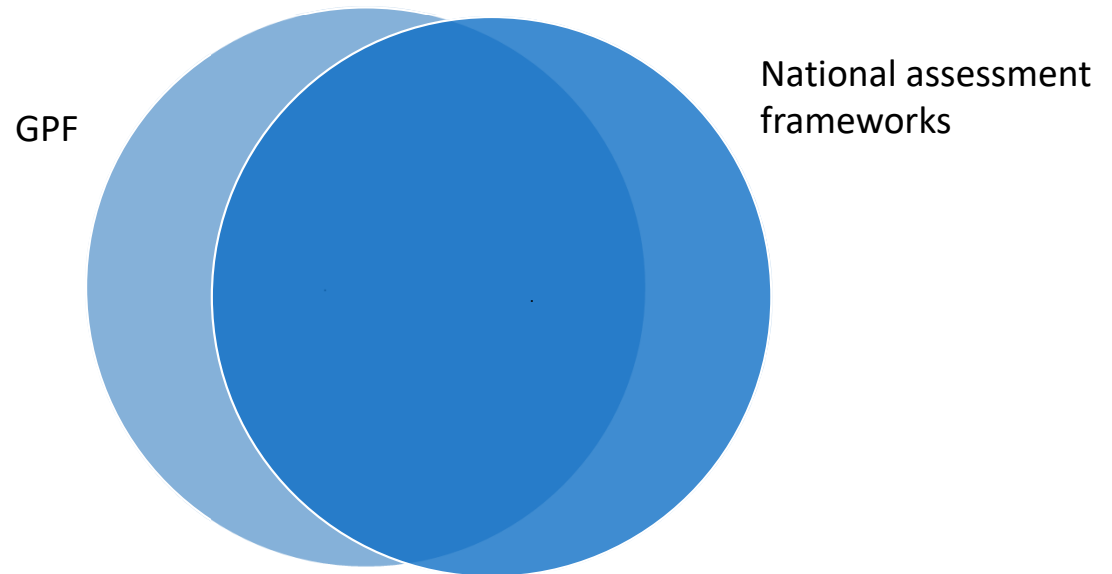


UNINTENDED BENEFITS

- 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.*)



Thank you

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

vCIES 2021

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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 comparison)

The process used to modify (Step I)

- 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	<ul style="list-style-type: none"> • 5 Decoding items • 5 Comprehension of spoken, signed language items • Items measure $\geq 50\%$ of the 5 to 7 Gr 1-2 sub constructs or these skills (depending upon Grade) 	<ul style="list-style-type: none"> • 5 Reading Comprehension items • Items measure $\geq 50\%$ of the 6 to 9 Gr 3 to 6 Reading Comprehension sub constructs
Additional alignment	Not applicable	Not applicable
Strongly aligned	<ul style="list-style-type: none"> • 5 reading comprehension items • Items measure 1 or more Gr 1 - 2 RC subconstructs for these skills 	<ul style="list-style-type: none"> • 5 items - Retrieving information • 5 items - Interpreting information • 5 items – Reflecting information • Items measure $\geq 50\%$ of the 6 to 9 Gr 3 to 6 sub constructs for these skills

The process used to modify (Step I)

- 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?