



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

vCIES 2021

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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 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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