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Selected Task Forces progress reports

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GAML4/REF/20



Task Force 4.1

The Task Force discussed a list of topics that included:

- The feasibility of using national learning assessment data for short-term reporting;
- The issues associated with using national learning assessment data;
- The minimum acceptable quality requirements for submitted data;
- The choice among diverse tools for reporting on countries' learning, if countries have conducted national assessments and participated in more than one cross-national assessment; and
- The development of data validation process.

✓ **Reviewed research studies and made recommendations on methodology, tools and data platform for the global reporting metric.**

Task Force members have reviewed the following documents and provided written recommendations to the Chair and Secretariat:

1. Math Content Reference List and Coding Scheme – Methods Paper
2. Setting Benchmarks on UIS Reporting Scale – Discussion Paper
3. UIS Reporting Scale – Concept Note

✓ **Formed a subgroup on indicator 4.1.1.a to focus specifically on early grades and proposed a short-term measurement strategy to act as a starting point for more work in the area.**

The group members recommended the following to the GAML Secretariat:

- The GAML Secretariat/UIS should convene a group of reading and mathematics content experts, developmental psychologists, assessment experts, and others who can bring the latest research, evidence, and data to bear on the drafting of a longer-term measurement strategy for Indicator 4.1.1a. This group of experts should be diverse in terms of regions, languages, and scripts. They should help the GAML Secretariat/UIS clarify whether certain purposes and uses for early grades assessment data are better than others (e.g., formative versus diagnostic versus summative) and then use this information to shape the kinds of approaches they recommend for reporting against Indicator 4.1.1a.
- Countries should be brought into the discussions on Indicator 4.1.1a in order to ensure that the proposed measurement approaches are sufficiently adaptive and responsive to their contexts. It's unclear, however, whether GAML should be the context in which these consultations take place.

Measurement Strategy

The Task Force discussed the measurement strategy prepared by the GAML Secretariat. The conceptual, methodological, and reporting frameworks were laid out, and consequently, the activities agreed upon have been carried out by UIS.

- **Conceptual Framework;** who and what to assess?



- ✓ The *Method for Developing an International Curriculum and Assessment Framework for Mathematics* provides the methodology to create a content and skills framework for mathematics from cognitive theory and various national curricula, and develop a coding scheme to map various national assessment frameworks.
 - ✓ The *Method for Developing an International Curriculum and Assessment Framework for Reading and Writing* is a report that presents the theoretical and methodological reference framework that supports the development of a coding scheme related to reading and writing competencies.
 - ✓ *Monitoring Progress towards SDG4.1: Initial Analysis of National Assessment Frameworks for Mathematics* is a joint effort between UIS and IBE. Based on mapping mathematical content and competencies in national assessment frameworks, it provides recommendations to Member States to improve the content coverage of their national assessment systems.
 - ✓ A Memorandum of Understanding with UNESCO International Bureau of Education (IBE) to create a concrete proposal of a global Content/Competency Framework of Reference on content coverage of national and cross-national assessment frameworks.
 - ✓ *Exploring the Commonality and Difference of Regional and International Assessments* is a paper that compares different international and regional assessments on literacy and numeracy, provides the criteria to make comparisons across assessments, addresses the comparability of all assessments analyzed, and identifies the commonality across assessments to explore the possibilities of linking assessments to measure the indicator 4.1.1. This outlines the possibilities and limitations of developing a global assessment of the indicator 4.1.1.
- **Methodological Framework; how to assess?**
 - ✓ *Linking to the UIS Reporting Scale through social moderation* presents the steps involved in constructing a “UIS proficiency metric”, or UIS-PM, (for each domain and education level in Indicator 4.1.1) and linking national and cross-national assessments to them.
 - ✓ The *General Background Questionnaire for Indicator 4.1.1* aims at obtaining information about the respondents’ personal background, and the social, economic and cultural status through questions on educational level, possessions, employment, occupation, and income. The idea is to correlate these personal characteristics with reading and mathematics competencies.
 - ✓ The *Proposal to upgrade the global indicator 4.1.1.i) to Tier II by the IAEG-SDGs* provides the existing clear methodologies for the indicator, which provides evidence that the indicator should be at a higher level than Tier III.
 - **Reporting Framework; how to report?**
 - ✓ The UIS Reporting Scales enable the alignment between assessment programs that measure the same domains. It will enable countries to pursue different options, depending on the assessment program they choose for 4.1.1 reporting.
 - ✓ Setting benchmarks on the UIS reporting scales is a paper that describes each of the points of measurement as well as the minimum proficiency level.
 - ✓ The Data Alignment concept note sets out a suite of options to help education systems to use the UIS RS in 4.1.1 reporting. The process will enable education systems to examine and report



on the current level of alignment of assessment programs with the UIS Reporting Scales clearly, efficiently and consistently.

✓ The UIS Catalogue of Learning Assessments 2.0 provides data and information to map national, regional, and international learning assessments, report on progress towards the SDG 4 targets related to learning, help countries evaluate and improve the quality and robustness of their assessment/examination systems, and help countries and donors identify capacity building needs.

Task Force Meetings

The Task Force operates its discussions via virtual meetings. The Task Force virtually met four times since its launch in March 2017. Detailed meeting minutes are prepared by the GAML Secretariat and shared with members.

The Task Force also had an expert meeting in Hamburg, Germany, in September 2017 to discuss methodological issues related to global comparability.

Task Force Members

TF 4.1 Member	Organization
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Task Force 4.4

Introduction

UNESCO Institute for Statistics (UIS) is convening task forces to address technical approaches to measurement of learning across Goal 4, as part of the Global Alliance to Monitor Learning (GAML). Task forces provide opportunities for input from a diverse range of stakeholders, with the overall purpose of identifying the innovations and methodological advances that could inform the design and implementation of universal learning indicators.

Target 4.4 aims to “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”. Despite the broad range of the target, the two main indicators only refer to ICT and digital literacy skills.

The **global** indicator is “Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill”.

The **thematic** indicator is the “Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills”.

Mission

GAML presents an opportunity to further define measurement for the key outcome indicator for Target 4.4, by focusing on three key areas: global comparability, defining a minimum level, and periodicity. The Task Force maps the skills and domains that could be measured within the broad range of Target 4.4.

The Task Force works on the following areas:

- Providing feedback on the measurement of Target 4.4, with emphasis on the digital literacy indicator, with reference to the production of a data quality framework, to help review existing and guide the potential development and implementation of robust and reliable assessments;
- Identifying technical issues that are relevant to the Target 4.4 digital literacy indicator and defining the scope for commissioning research studies to address key questions and issues that will help inform recommendations;
- Reviewing commissioned research studies and synthesize input from task force members to make recommendations to GAML Secretariat and Chairs;



- Providing feedback on the development of implementation and capacity building plan to support countries in measuring a digital literacy indicator, especially for developing countries with resource constraints.

Task Force Progress

The Task Force was launched in April 2017, the it successfully carried out the following regarding the measurement standards of digital literacy skills:

- ✓ Agreed on key reference technical documents regarding the construct of digital literacy skill.
- ✓ Reviewed technical documents and identified key technical issues for the global measurement of digital literacy skills.
- ✓ Defined the scope and draft terms of reference for commissioning a research study, and recommended to the Secretariat on the next steps towards a common content framework for reference.
 - UIS is commissioning a *Global Competency Framework of Reference on digital literacy skills* to be done by the Centre for Information Technology in Education (CITE) that can serve as the foundation for thematic indicator 4.4.2. This paper is expected is to be ready in 2018.
- ✓ Explored the potential for a catalogue of digital literacy assessments.

Measurement Strategy

The Task Force discussed the measurement strategy prepared by the Task Force Chair. The measurement strategy revolved around two main outputs of the Task Force: **The Global Content Framework of ICT and Digital Literacy Skills** and **The Catalogue of Assessments of ICT and Digital Literacy Skills**.

Task Force Meetings

The Task Force operates its discussions via virtual meetings. The Task Force virtually met twice since it's launch in April 2017. Detailed meeting minutes are prepared by the GAML Secretariat and shared with members.

Task Force Members

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Task Force 4.6

Introduction

UNESCO Institute for Statistics (UIS) is convening task forces to address technical approaches to measurement of learning across Goal 4, as part of the Global Alliance to Monitor Learning (GAML). Task forces provide opportunities for input from a diverse range of stakeholders, with the overall purpose of identifying the innovations and methodological advances that could inform the design and implementation of universal learning indicators.

The Task Force on Assessment Implementation is responsible for advising and steering GAML on issues related to the collection of data needed to monitor learning SDGs. The Task force will be responsible for establishing and disseminating good practices of learning assessments. The Task Force will also be responsible for providing guidance about who should be responsible for implementing these good practice guidelines and who will oversee and validate the quality of the data generated– so there are governance implications that need to be considered. In addition, the Task Force should develop guidelines that support the mapping of country data to global domains and global standards.

Mission

The Task Force on Assessment Implementation is to lead the development of two elements of the Data Quality Processing for monitoring learning assessments for SDG 4:

- Data Alignment Concept Note
 - formulate processes that look at alignment between assessments and the UIS Reporting Scales from the perspective of i) the learning domain overall, ii) the strands within the learning domain, and iii) the targeted levels of learning;
 - develop threshold criteria that are appropriate to determine the alignment between assessments that target different ages or periods of development and the UIS Reporting Scales;



- develop approaches to integrate capacity building into the Data Alignment Concept Note; and
 - determine data alignment governance arrangements.
- Principles of Good Practice in Learning Assessment (GP-LA)
 - review existing standards documentation and coming to final decisions about scope, content and coverage of the GP-LA and any supplementary material; and
 - draft the GP-LA and any supplementary material.
- Form working group and commission research to further the development of the GP-LA.

Task Force Progress

The Task Force was launched in March 2017, it successfully carried out the following

- ✓ Presented recommendations on structure and content of GP-LA and any associated supplementary material to GAML Secretariat and Chairs.
- ✓ Presented recommendations on the Data Alignment to GAML Secretariat and Chairs.
- ✓ Reviewed the Learning Progression Explorer and provided comments to the Australian Council for Educational Research, UIS' technical partner.
- ✓ Recommended the development of a 'how to guide' to work hand-in-hand with the GP-LA as a simple operational document.
 - UIS commissioned The *Quick Start Guide for Implementing a National Learning Assessment* which represents an easy-to-read manual to support countries to implement a strong national learning assessment. It discusses the decisions that need to be made before launching the assessment, measuring learning, the selection of schools and students, administering the assessment, creating a database, communicating results, and finally, the required personnel and facilities.

Task Force Meetings

The Task Force was launched in March 2017 and members met virtually three times. The first virtual meeting was dedicated to the introduction of the Task Force's mandate and responsibilities, whereas the following two meetings focused on the discussion of the Data Alignment Concept Note and the Principles of Good Practice in Learning Assessment (GP-LA).

Task Force Members

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