

Global Item Bank Formatting and Metadata Guidelines

**COVID-19: Monitoring the Impacts on Learning
Outcomes (MILO)**
28 January 2021

The ACER Centre for Global Education Monitoring supports the monitoring of educational outcomes worldwide, holding the view that the systematic and strategic collection of data on education outcomes, and factors related to those outcomes, is required to inform high quality policy aimed at improving educational progress for all learners.

Acknowledgments

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Introduction

The COVID-19: Monitoring the Impacts on Learning Outcomes (MILO) project aims to measure learning outcomes in six countries in Africa, in order to analyse the long-term impact of COVID-19 on learning and to evaluate the effectiveness of distance learning mechanisms utilised during school closures. In addition, this project will develop the capacity of countries to monitor learning after the crisis.

The four overarching goals of the project are to:

- Evaluate the impact of COVID-19 on learning outcomes and measure the learning loss by reporting against SDG indicator 4.1.1b
- Identify the impact of different distance learning mechanisms put in place to remediate the learning disruption generated by COVID-19
- Expand the UIS bank of items for primary education
- Generate a toolkit so that assessment results can be scaled to international benchmarks, reporting against SDG 4.1.1.b.

The quality assurance guidelines presented in this document are developed to support the UIS bank of items (the Global Item Bank). The UIS proposed the establishment of a Global Item Bank, to include assessment items that countries may use to monitor their progress against indicator 4.1 of the Sustainable Development Goals. It is envisaged that material in this item bank will come from many different sources. This document (Deliverable 6.3) provides information on the factors that should be considered when submitting assessment items to the Global Item Bank to ensure they are of high quality and are usable.

Test framework requirements

The item should be aligned to the relevant learning domain. The learning domains and constructs are listed below for reading and mathematics.

Reading

- Comprehension of spoken or signed language
 - Retrieve information at word level
 - Retrieve information at sentence or text level
 - Interpret information at sentence or text level
- Decoding

- Precision
 - Fluency
- Reading comprehension
 - Retrieve information
 - Interpret information
 - Reflect on information

Mathematics

- Number and operations
 - Whole numbers
 - Fractions
 - Decimals
 - Integers
 - Exponents and roots
 - Operations across number
- Measurement
 - Length, weight, capacity, volume, area and perimeter
 - Time
 - Currency
- Geometry
 - Spatial visualizations
 - Properties of shapes and figures
 - Position and direction
- Statistics and probability
 - Data management
 - Chance and probability
- Algebra
 - Patterns
 - Expressions
 - Relations and functions

The item type must represent the most appropriate way to assess the construct within the constraints of the test framework.

Item formatting

- All items should be in Word or other editable format.
- The stimulus / item must be error free (no grammar, punctuation or spelling errors).
- The layout of the stimulus / item should be clear.
- The artwork/graphics should be supportive of the stimulus / item.

Relationship to stimulus / artwork

- The artwork should not provide inappropriate support to answer the item such that it is not assessing the skill required.
- Items should be spread evenly throughout the stimulus material, as far as possible.
- Ideally, any text in graphics should be editable to allow translation – this may mean that graphics have separate text for translation purposes.
- Ideally, illustrations and graphics should be in an editable format and be accompanied by information as to the illustration's source.

Targeting

- The item must use language that is accessible to the target population as described in the Global Proficiency Framework.
- The item must add to the required range of item difficulties that tap into the hierarchy of skills for the target population as described in the Global Proficiency Framework.

Content, clarity and wording

- The item must be unambiguous and clearly worded.
- The item must not be too formulaic and likely to be susceptible to coaching.
- The item word count and reading load must be as low as possible.
- The tense of the item must be consistent with the stimulus.

Metadata

- The metadata should be as complete and accurate as possible.

- The following metadata should be provided (if available):
 - Content area (use construct areas above)
 - Source
 - Prior administration [year, grade, assessment]
 - Language
 - Notes on copyright / permissions / ownership.