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Social Moderation Approach to linking to the UIS Reporting Scale

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The purpose of developing reporting scales

- ❑ To support national governments to effectively measure and monitor student learning outcomes in reading and math (SDG Indicator 4.1.1)
- ❑ To support the use of existing national and cross-national assessments to facilitate measurement and reporting of learning outcomes

What is the immediate need?

- Define “minimum proficiency levels” for reading and mathematics, and
- Produce a reporting metric and a mechanism for linking existing assessments and their performance levels to this metric.

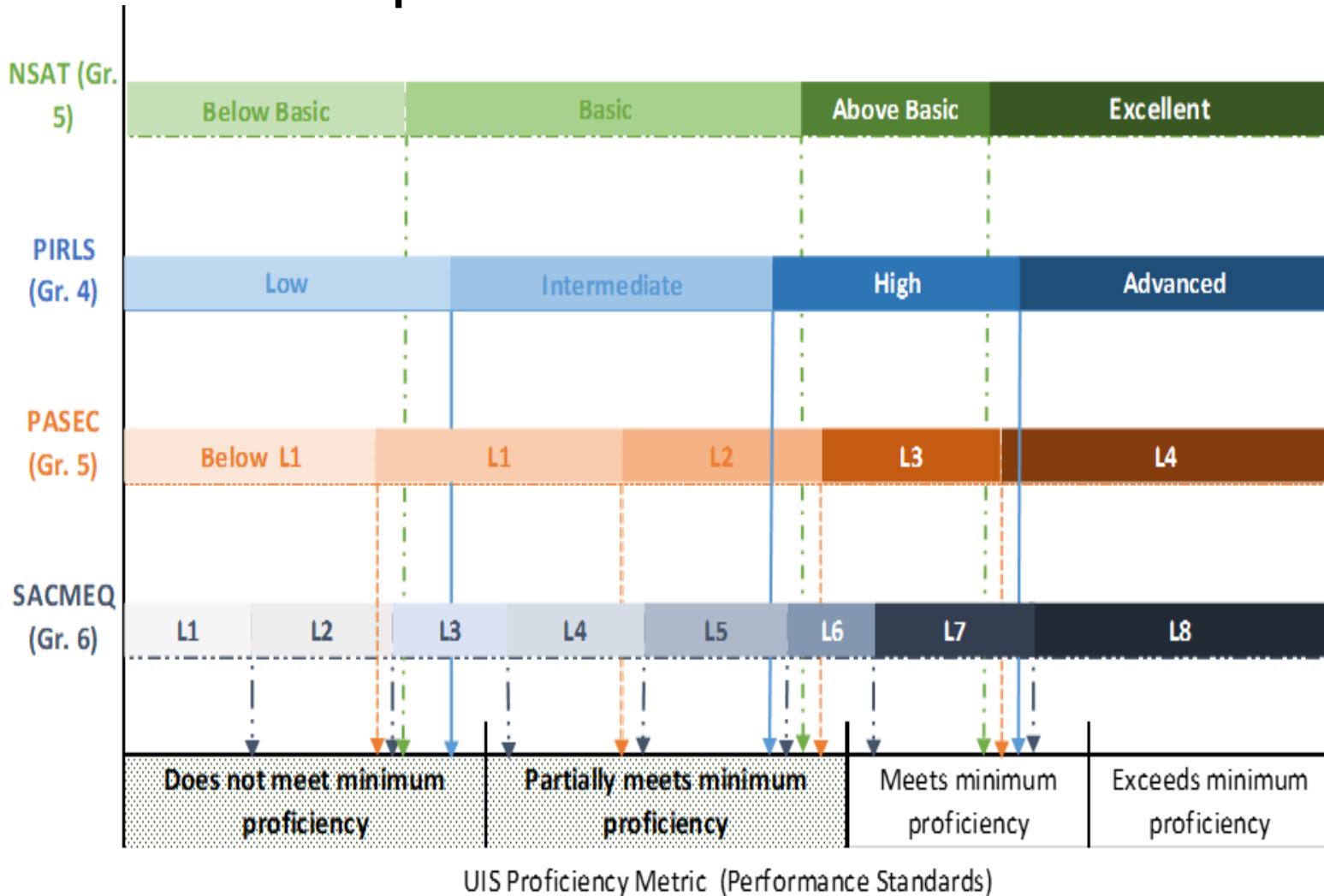
Constructing a “UIS proficiency metric”

- A proposal by the UIS and ACER-GEM
- For each domain and education level in Indicator 4.1.1
- Link national and cross-national assessments to the metric

UIS Proficiency Metric (Performance Standards)

Does not meet minimum proficiency	Partially meets minimum proficiency	Meets minimum proficiency	Exceeds minimum proficiency
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Linking the UIS proficiency metric with national and cross-national assessments: An example



Construction of the UIS proficiency metric (UIS-PM)

Step 1: Define common content standards

➤ By IBE-UNESCO

Steps 2 and 3: Define number of performance levels, determine labels, and write policy descriptions for the levels of the UIS-PM

➤ By GAML

Step 4: Develop full descriptions for the performance levels of the UIS-PM

➤ By subject matter experts/countries

Social moderation or policy linking

Stage 1: Evaluate alignment of Performance-Level Descriptors

- To examine the degree of alignment between the **Partially Meets Minimum Proficiency description (UIS-PM)** and the **Performance-Level Descriptors** of the national and cross-national assessments by using rating rubrics

Stage 2: Set socially moderated performance standards for national and cross-national assessments

- Workshops: A group of subject matter experts would be asked to provide individual and independent judgements

Linking UIS-PMs with national and cross-national assessments

Step 1: Evaluation of Performance-Level Descriptors

A mandatory step for examining the alignment between the performance-level descriptors of the UIS proficiency metrics and NAs and CNAs

Step 2: Set socially moderated standards

will be planned based on the outcomes of step 1

Tentative timeline

	2017			2018						
	O	N	D	J	F	M	A	M	J	J
Construction of UIS Performance Metrics (PMs)										
Determine Common Content Standards (review IBE work)										
UIS-PM Performance Levels: Write Labels and PLDs										
Write Full Descriptions of UIS-PM Levels (workshops)										
Linking UIS-PM with CNAs (and NAs)										
Evaluate Alignment of PLDs (workshops)										
Set Socially Moderated Standards (workshops)										

The “UIS proficiency metric” describes:

1) Content standards

- What students are expected to learn

2) Policy descriptors/Performance standards

- What students are expected to perform without content
- What students are expected to perform in terms of content, with respect to knowledge, skills and abilities

4) Proficiency scale maps

- How proficiency scales (i.e. performance levels) of various national and cross-national assessments are aligned with the UIS proficiency metric

5) Socially moderated performance standards

- What scores students should obtain on their assessment results to be classified into the “desired” performance level



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Thank you!

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