Fifth Meeting of the Technical Co-operation Group (TCG 5):

Results of the Consultation on GAML5 Items for Endorsement

Introduction

The Global Alliance to Monitor Learning (GAML) held its firth meeting in October 2018 in Hamburg, Germany. The meeting discussed and agreed on a work plan to be shared with the Technical Co-operation Group.

This consultation gathers input on the GAML 5 points which are related to the development of indicators 4.1.1, 4.4.2, and 4.7.5.

The consultation was answered by 10 respondents, representing 10 different organizations. Most of the answers came in support of the proposed recommendations.

Indicator 4.1.1

Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
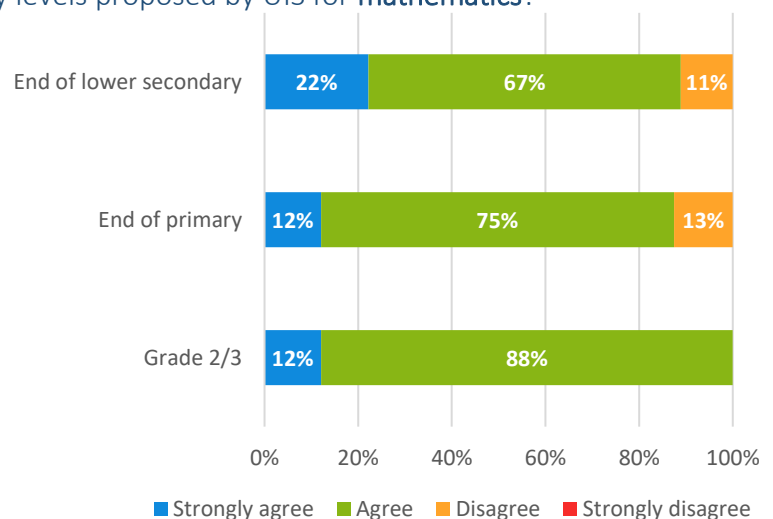
Do you agree with the minimum proficiency levels proposed by UIS for **reading**?

The majority of respondents agreed with the proposed minimum proficiency levels for reading.
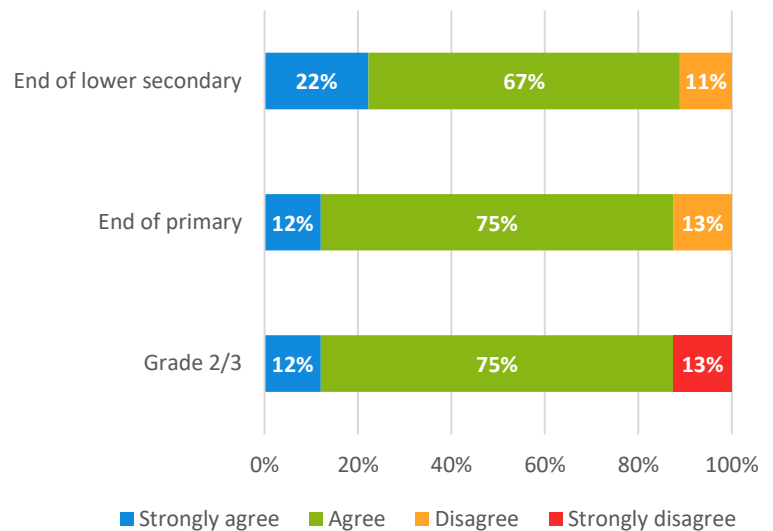
Do you agree with the minimum proficiency levels proposed by UIS for **mathematics**?

The majority of respondents agreed with The proposed minimum proficiency levels for mathematics.

Do you agree with the process of content alignment, using the Global Content Frameworks for Reference (GCFR) for reading and mathematics?
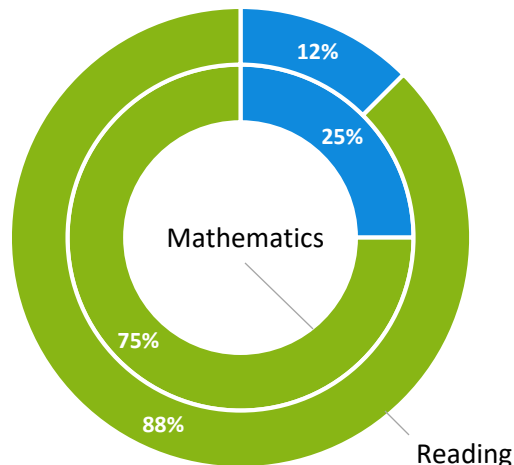
The majority of respondents agreed with the process of content alignment with the GCFRs as a reference.

13% **25%**

62%
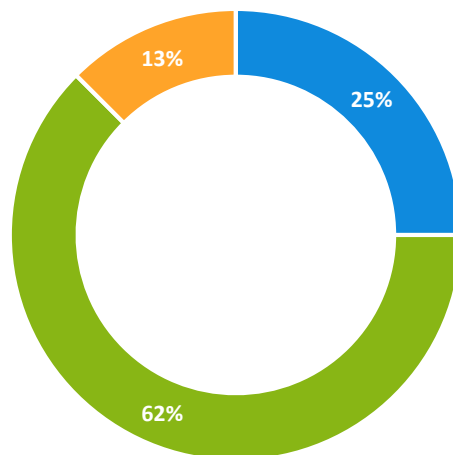
- Strongly agree
- Agree
- Disagree
- Strongly disagree

Do you agree with the scoring criteria used for reading and mathematics?

There was unanimous agreement for the scoring criteria used for both domains.

12%

25%

Mathematics

75%

88%

Reading

- Strongly agree
- Agree

Do you agree with the process of the procedural alignment, using the good practices for learning assessment (GP-LA) as reference?

There was unanimous agreement with the process of procedural alignment.

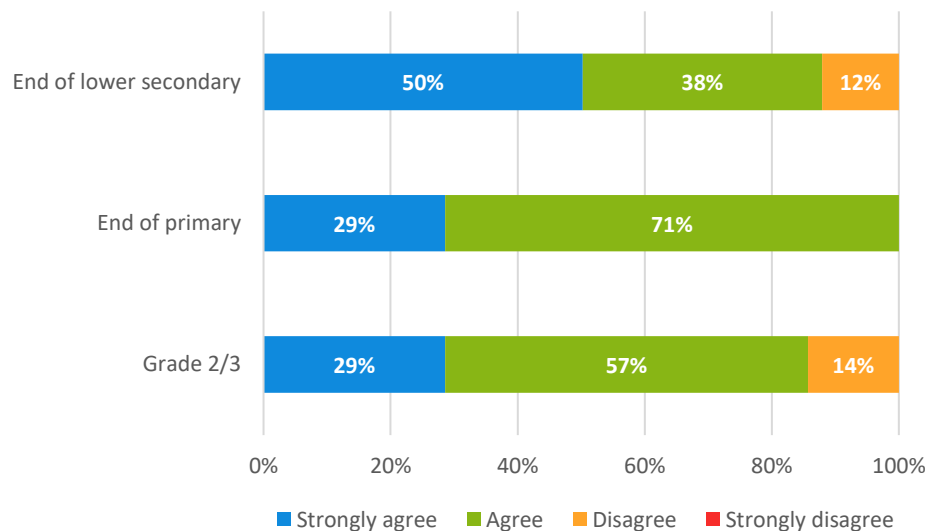|	
Strongly agree 25%	Agree 75%

■ Strongly agree ■ Agree
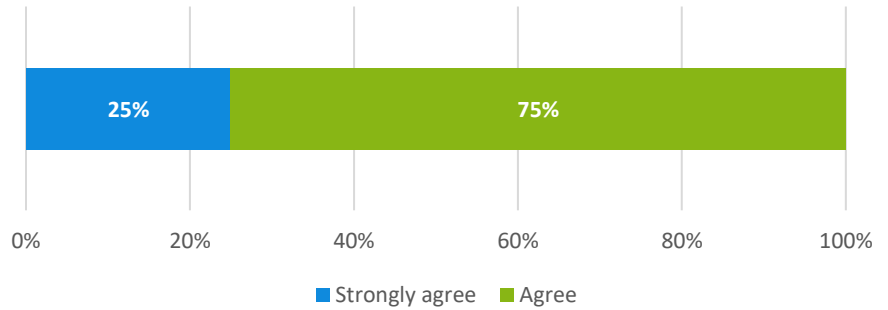
Do you agree with pedagogical calibration as a linking methodology for each of the levels of education?

The results agreed with pedagogical calibration, especially for early grades and end of primary.

Level	Strongly agree	Agree	Disagree
End of lower secondary		71%	29%
End of primary		86%	14%
Grade 2/3	14%	71%	14%

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree
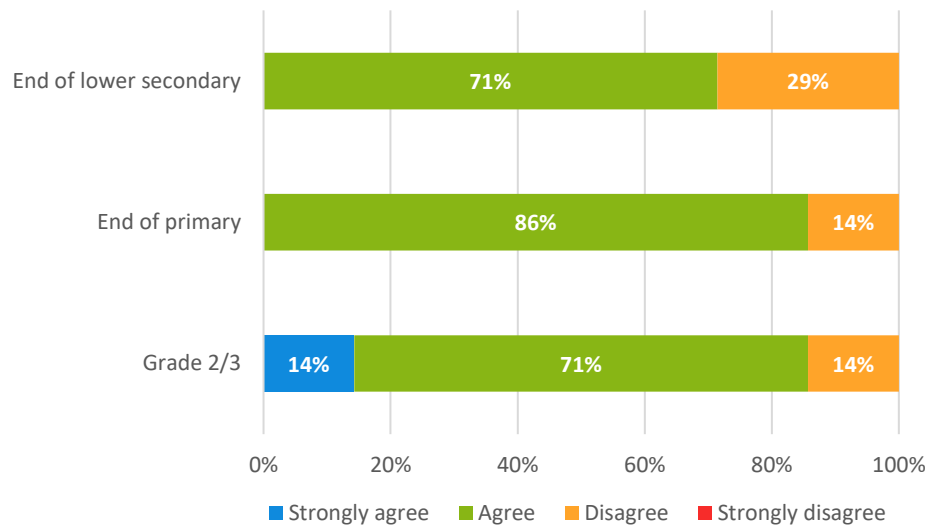
Do you agree with test-based linking as a linking methodology for each of the levels of education?

The results agreed with test-based linking, especially for end of primary.

Level	Strongly agree	Agree	Disagree
End of lower secondary	50%	38%	12%
End of primary	29%	71%	
Grade 2/3	29%	57%	14%

■ Strongly agree ■ Agree ■ Disagree ■ Strongly disagree
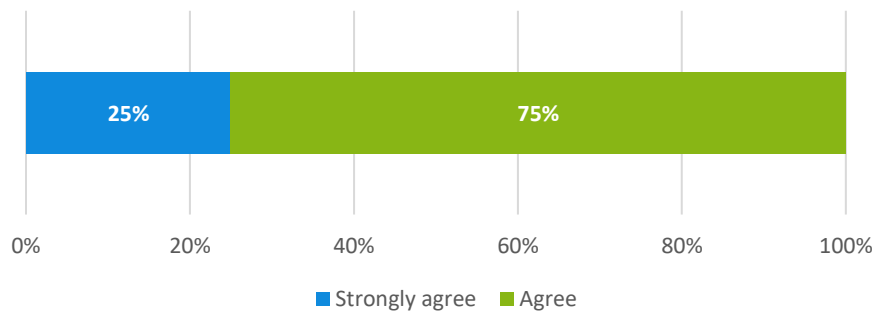
Indicator 4.4.2

Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills

Do you agree with the Global Framework for Reference on Digital Literacy Skills?

There was unanimous agreement with the Global Framework of Reference on Digital Literacy Skills.

Indicator 4.7.5

Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience

Do you agree with refining the indicator and rephrasing it to include 8th grade students instead of 15-year olds, in order to be able to use TIMSS in assessing knowledge of environmental science and geoscience?

There was complete agreement on rephrasing the indicator.
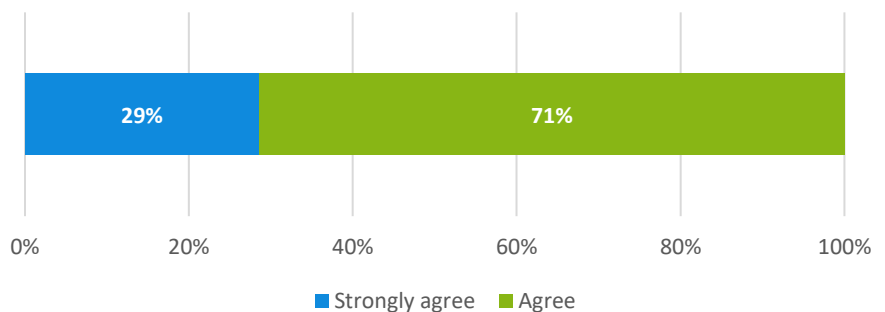
Do you agree to adopt the TIMSS Science Framework as a Global Competency Framework for indicator 4.7.5?

There was 100% agreement with the framework.