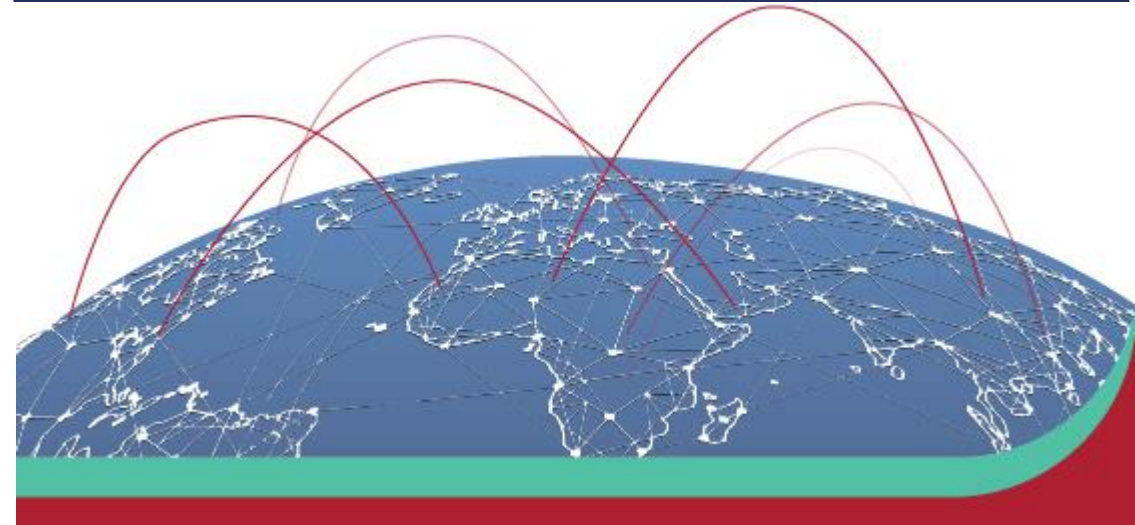


Rosetta Stone: Linking assessment programmes for reporting of SDG 4.1.1

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Target 4.1 and its indicators

- Target 4.1 aims to “ensure that all girls and boys **complete** free, equitable and quality primary and secondary education **leading to relevant and effective learning outcomes**” by 2030
- **Global indicator 4.1.1** refers to the “**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”
- **Global indicator 4.1.2**, “completion rate (primary, lower secondary, upper secondary education)”, was added as global indicator in March 2020

High-quality
learning data is
needed

Reporting on SDG 4.1.1 **requires agreeing global common definitions** on national and cross-national assessments to allow countries :

- **report on proportion** of learners meeting a minimum level;
- **identify the best way to support students to achieve “relevant and effective learning outcomes”**;
- **track outcomes over time** to identify progress and the lack of it;
- **share and learn from each other** in terms of education and social policies and teaching and learning strategies.

The challenges
of comparison
in the presence
of a family of
learning
assessments

Proficiency in reading

- **Country A:** child scores 40 out of 80 in regional test X
- **Country B:** child scores 40 out of 50 in regional test Y
- **Country C:** child scores 40 out of 65 in global test Z
- **Country D:** child scores 40 out of 70 in national test W
- Are all children **equally proficient** in reading?
- Does **any/all** children meet the MPL in terms of the reading skills they should have acquired for their schooling level?

Methodological challenges:

Building the foundational blocks 2016-2019

- **Solving definitional issues**
 - What contents?
 - What proficiency levels ?
 - What is the minimum proficiency level (MPL)
- **Harmonizing data sources**
 - different frameworks
 - different tools (items/ scales for reporting)
 - different proficiency levels descriptors
 - different student population, different languages

Challenge 1

The Global Proficiency Framework

(GPF):
what contents
and what
proficiency

- proposes **performance standards in reading and mathematics for grades 1-9**
 - What children should be able to do for each domain in each grade
 - contains **proficiency levels** and their **descriptors**
- based on **developmental progressions and national assessment frameworks**:
 - translated to Spanish; specific parts in Khmer and Nepali, and Hindi and other 20 regional languages of India.
 - upcoming French, Arabic

ACER and UIS, “Learning Progression Explorer”

<https://www.acer.org/gb/gem/learning-progression-explorer>



GLOBAL PROFICIENCY FRAMEWORK
FOR READING AND MATHEMATICS

Grades 1 to 9

AUGUST 2018

Challenge 1⁽ⁱⁱ⁾

The Minimum Proficiency Level (MPL)

MPL = **benchmark of basic knowledge in a domain**
(mathematics, reading)

Reading

Educational Level	Descriptor	Assessment level aligned
End of primary (Grades 4 & 6)	<ul style="list-style-type: none">• Read and understand a text• Interpret & explain ideas in text	<ul style="list-style-type: none">• PASEC 2014 – Level 4• TERCE 2014 – Level 3• PIRLS 2011 & 2016 - Low

Mathematics

Educational Level	Descriptor	Assessment level aligned
End of primary (Grades 4 - 6)	<ul style="list-style-type: none">• Number sense and computation• Basic measurement• Number patterns	<ul style="list-style-type: none">• PASEC 2014/19 – Level 3• ERCE 2014/19 – Level 3• TIMSS 2015/ 2019 – Intermediate

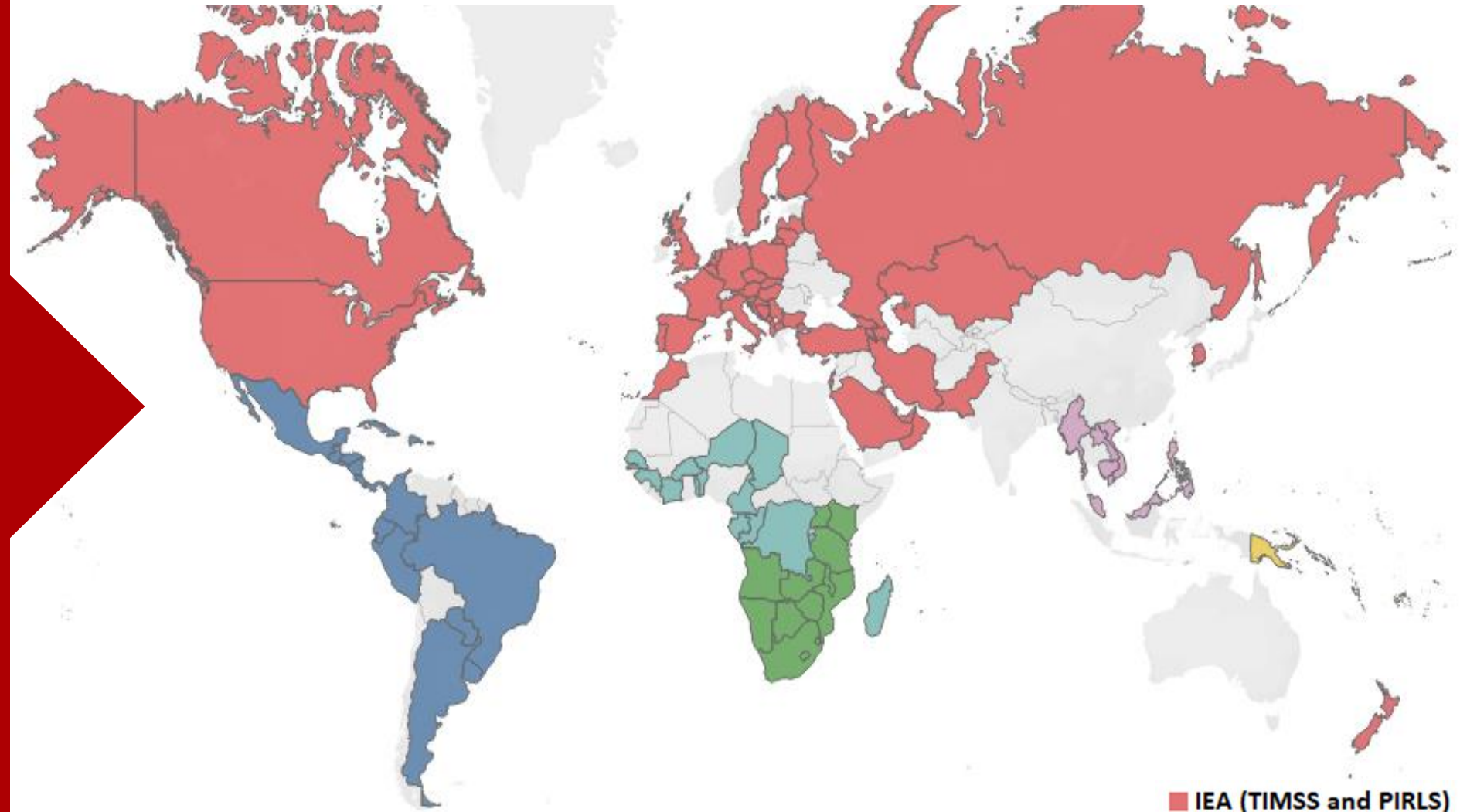
<https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/Metadata-4.1.1.pdf>

Australian Council for Educational Research (ACER) (2019). [Minimum Proficiency Levels Described, Unpacked and Illustrated](#)

Reporting at the End of Primary (4.1.1.b)

Global Assessment IEA (TIMSS 4th and PIRLS)

Regional Assessments ERCE, PASEC, SACMEQ, PILNA and SEA-PLM



- IEA (TIMSS and PIRLS)
- ERCE
- PASEC
- SACMEQ
- PILNA
- SEA-PLM

Challenge 2 Harmonization (I):

Common Student Linking



Students-in-country sit for two assessments programs and serve as the “link” which allows the correspondence of results from **between the two assessments**

IEA/UIS Rosetta Stone Concordance Table (End of Primary - 4.1.1 b)

IEA’s PIRLS and TIMSS is linked to
PASEC (**Burundi, Senegal and Guinea**)
and
ERCE (**Chile, Guatemala, Colombia**)

Monitoring the impact on Learning Outcomes (MILO) Module aligned to MPL (end of Primary -4.1.1 b)

A testlet (AMPL-B) aligned to the Global MPL administered in 6 countries reporting for PASEC (**Burkina Faso, Senegal, Burundi, Ivory Coast**) and NASMLA (**Kenya**) and NPA (**Zambia**)

Harmonization (II):

Policy linking has been piloted for allowing linking of **national assessments**



Teachers-in-country give **pedagogical interpretation** to learning assessment results, by **linking proficiency levels to the MPL.**

Implemented to align National Assessments

(4.1.1 all levels)

UIS

- **India**, grades 3 and 5 (2019); grade 8 (2021)
- **Bangladesh** grades 3 and 5 (2019)); Cambodia (grade 6); **Lesotho** (grade 6), **Zambia** (grade 6) and **Nepal** (grade 5)

USAID:

- **Nigeria** (2020), **Morocco**, **Kenya** and **Djibouti**; forthcoming **Senegal**.

WBG:

- **Ghana**, **Gambia**

USAID/FCDO/UIS:

- **ICAN/PAL Network**

Thank you

Questions or Feedback:

Silvia Montoya

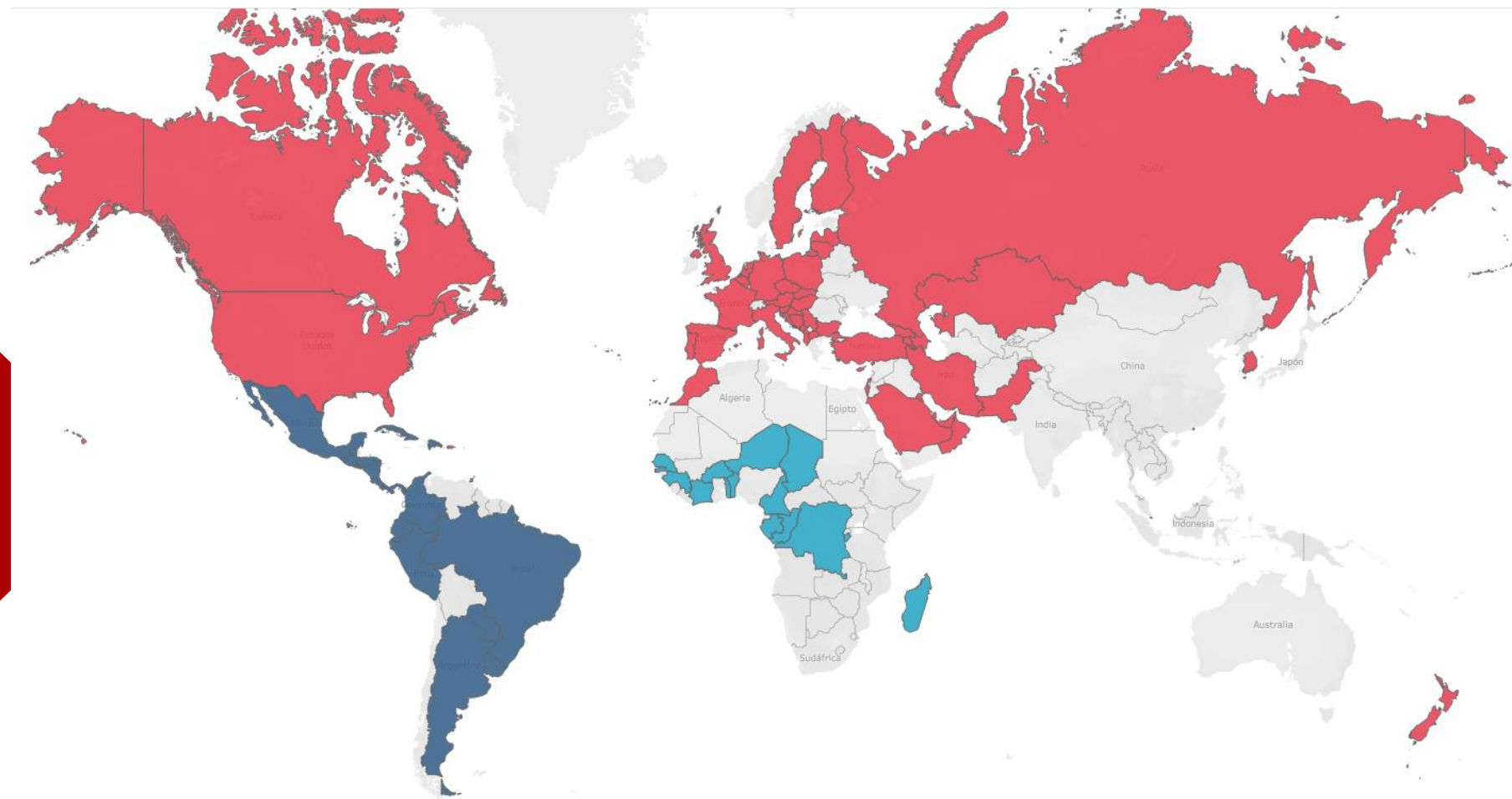
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Implications for reporting Rosetta Stone in PASEC and ERCE countries



● PIRLS 2016/TIMSS 2019, ● ERCE and ● PASEC

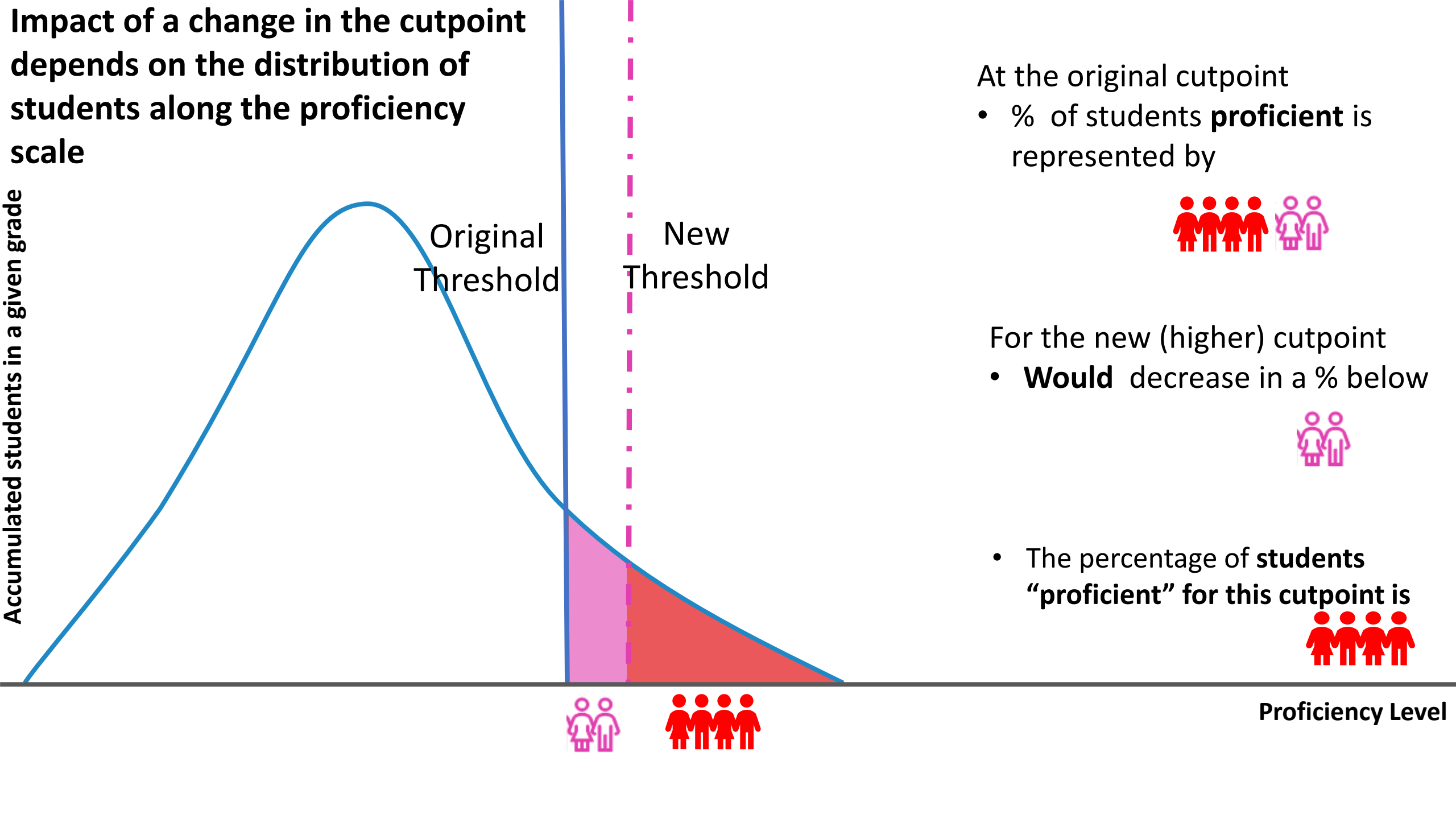
**Concordance
tables:
implications
for reporting**

What is the impact of using the threshold of IEA's scales on the percentage of students above the minimum level in ERCE and PASEC for both domains?

- a. Does each assessment consider the same threshold or, in other words, is the MPL happening at the same score?
- b. How are the students scores distributed around the different thresholds?

Impact of a change in the cutpoint depends on the distribution of students along the proficiency scale

Accumulated students in a given grade



Original Threshold

New Threshold

At the original cutpoint
• % of students **proficient** is represented by



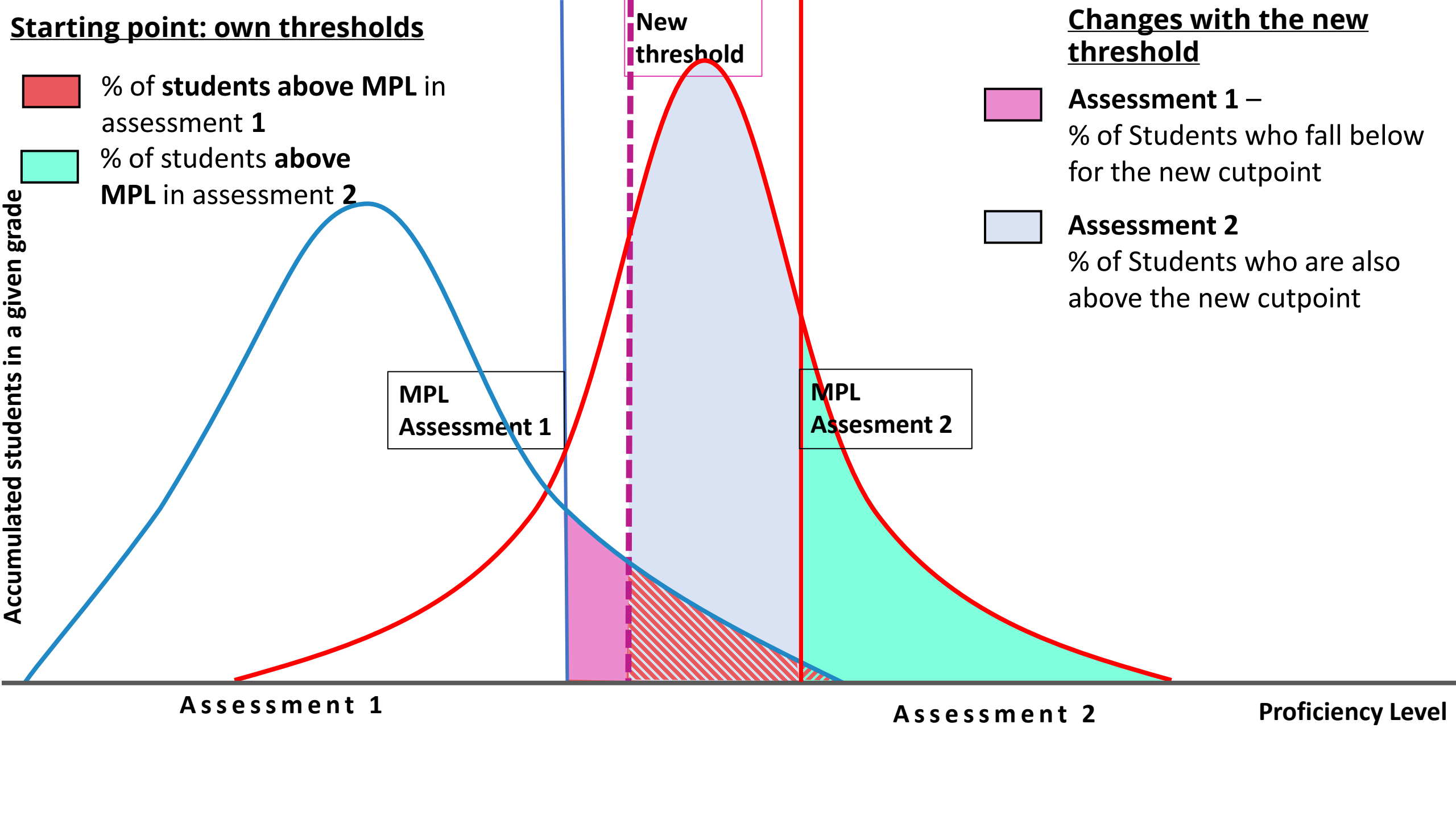
For the new (higher) cutpoint
• **Would** decrease in a % below



• The percentage of **students "proficient"** for this cutpoint is



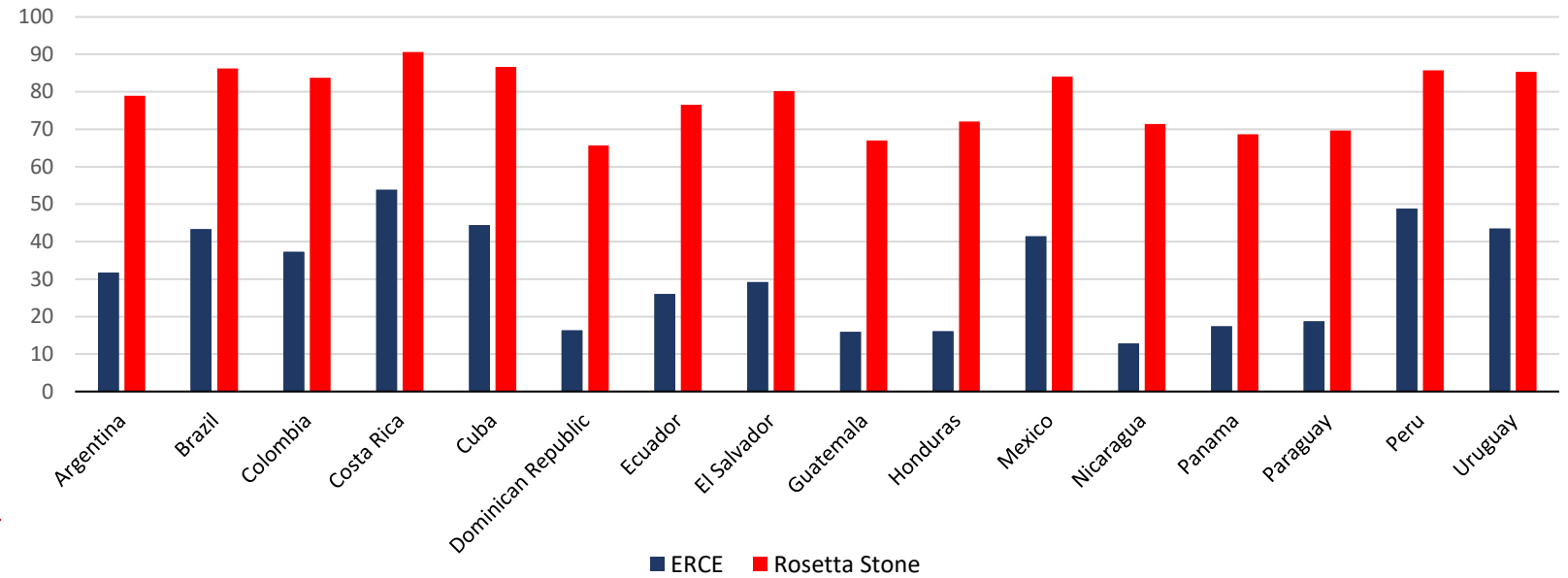
Proficiency Level



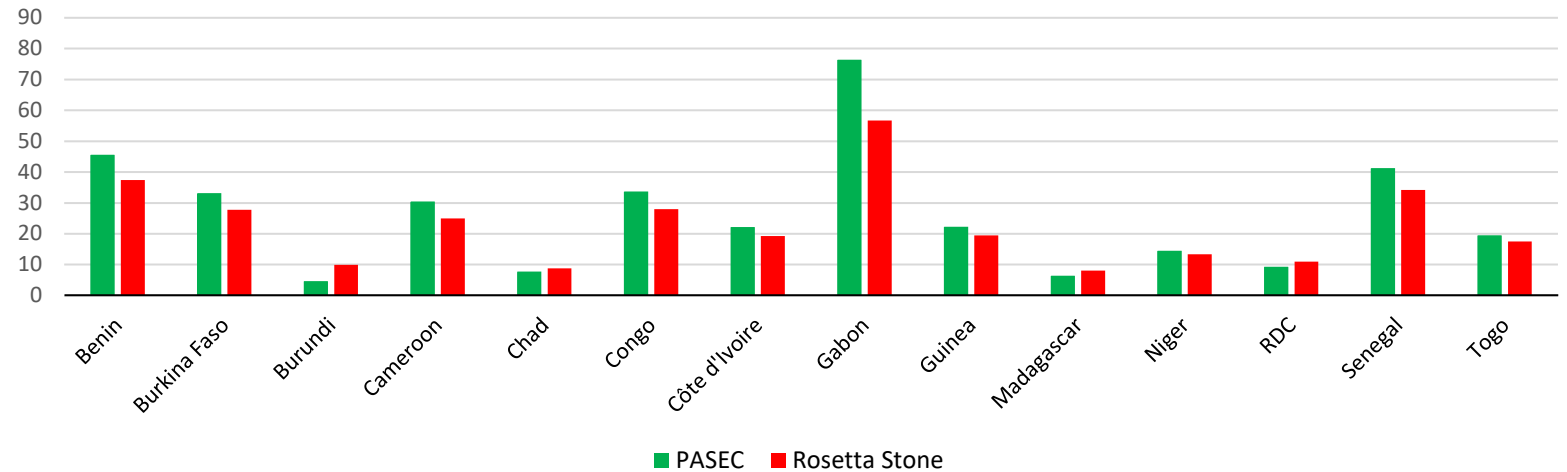
ERCE and PASEC in Rosetta Stone

Reading

Proportion of students in ERCE countries achieving MPL for reading

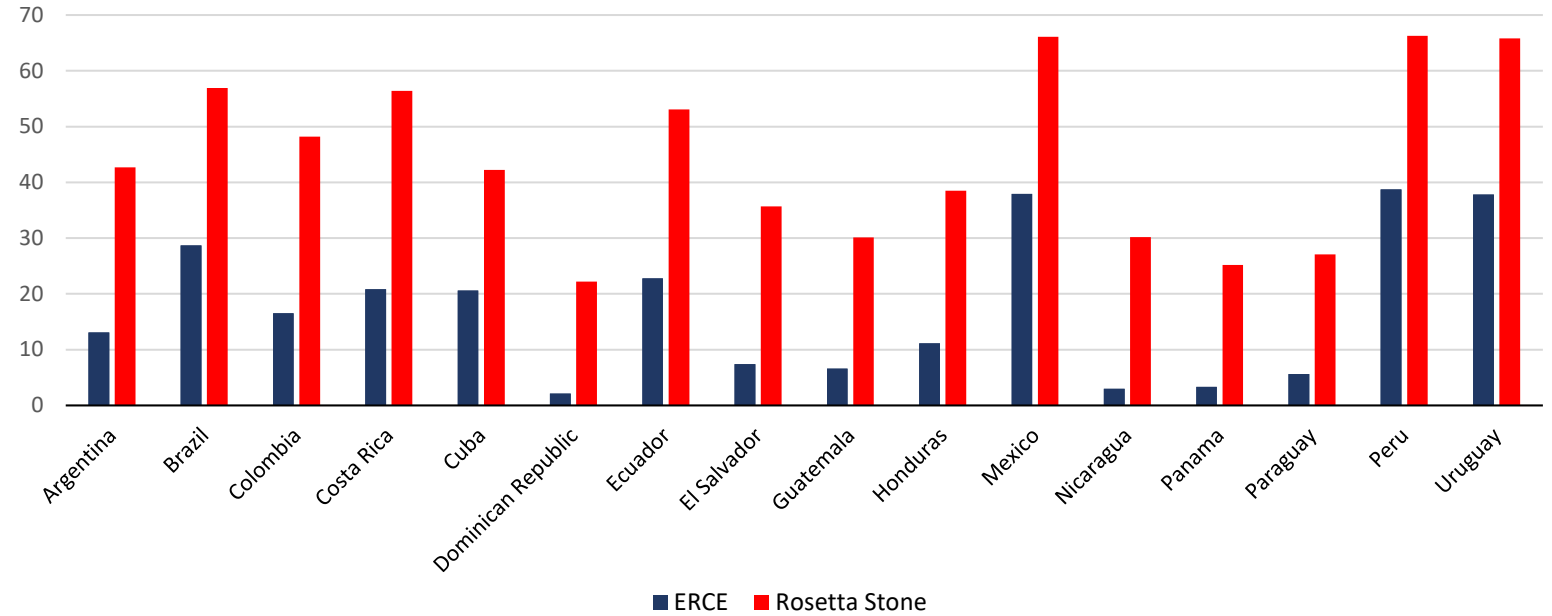


Proportion of students in PASEC countries achieving MPL for Reading

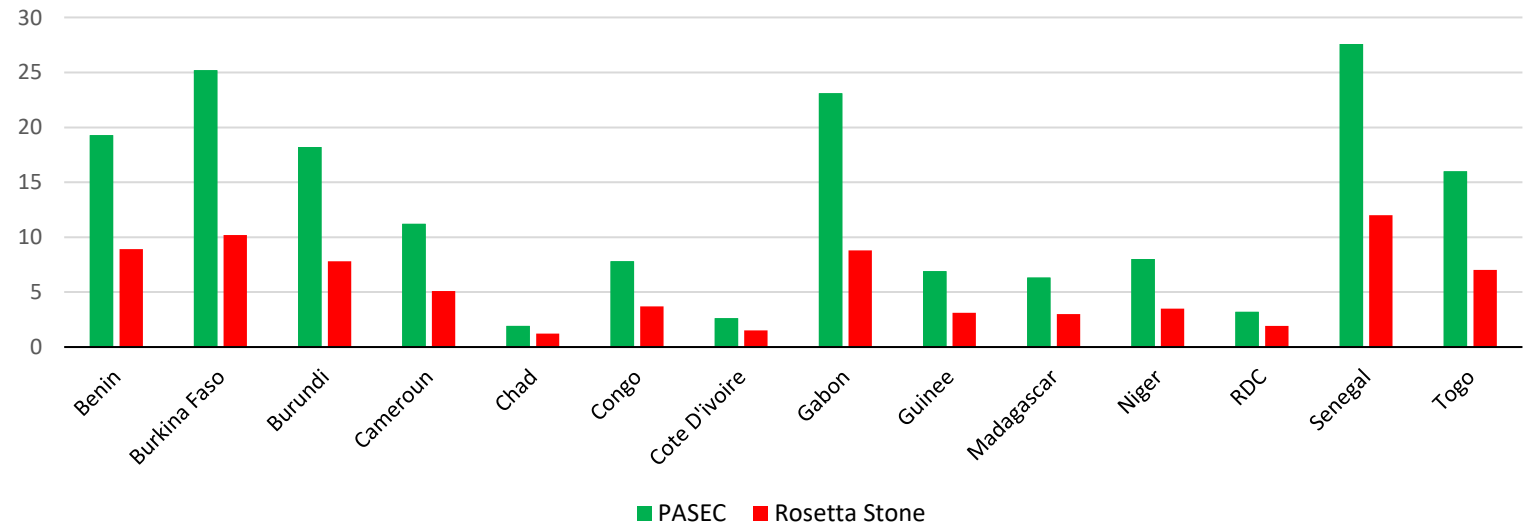


ERCE and PASEC in Rosetta Stone Mathematics

Proportion of students in ERCE countries achieving MPL for Mathematics



Proportion of students in PASEC countries achieving MPL for Mathematics



Measuring is important to define actions to support improvement

- Place someone reliably on a scale that supports comparison.
- Identify key drivers to facilitate accompanying policies (the reason why the context questionnaires).
- Identify appropriate **instructional responses** that would **help students** improve their proficiency in the subject matter

Thank you

Questions or Feedback:

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