Big Issues to Resolve ...

• While targets are focused on different ages and types of learning, there are common elements in each

• These include defining ...
  • Comparability: What’s globally comparable? How can multiple forms of data help define this?
  • Thresholds: What’s “good enough” learning and development – minimum levels of proficiency, basic learning, developmentally on track
  • Periodicity: How frequently to measure – should be based on policy impact, sensitivity to interventions
Options for Making Measurement Easier

1. One measure used everywhere: Same items, same administration everywhere, with some degree of adaptation (a ways off)

2. Common core of items: One set of items, part of larger and more culturally-adapted set

3. Common constructs, with items that may vary: May be able to “match” at level of construct, but with different items

4. Whatever the country feels is appropriate (thresholds set by country using measurement approaches that meet global data standards and cut scores that are acceptable)
Some convergence on #4

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   a. Anarchy, but won’t report if there is disagreement
   b. Anarchy, w/reporting and w/scale to help nudge countries to good practice
   c. Only report accepted measures (both in terms of data quality and using cut scores that are appropriate)

NOTE: Two types of “standards”
   • Data production and data quality
   • Learning standards are a different issue. Many people will argue that it is the county’s prerogative to set their learning standards.
Additional points of discussion

• For LICs, what are the incentives to contribute data to the measure.
  • Will need support and technical mediator/broker to help improve the data.

• Definition of what we suggest to countries on how they should define minimum proficiency.
  • Minimum proficiency should draw from national standards and frameworks, and we recommend that it include at a minimum X, Y and Z (comprehension).
  • This should be used to inform establishment of a cut score on national level assessments, informed by global scale.

• Keep it simple, flexible and work to support countries that need help.
  • Countries becoming used to this, convergence.
  • SDG4 sector integration already in sector plans—buy in already. Just because Tier 3 shouldn’t get rid of it.

• Biggest challenge will be in LMICs. We know there is a serious problem with kids staying for many years without learning. We need to measure at this level.

• Curriculum expectations frequently too high. Assessment will help inform this.

• 4.1.1(a) says reading. Reading means deriving meaning from text/comprehension.

• L1 vs L2 issues. Need to consider but still need to measure.

• Equity: we are unwilling to let 4.1.1(a) go. Too many kids drop out before the end of primary.

• Draw from assessments you already have to inform against the indicator.