

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

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)

- 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.