Social Moderation Approach to linking to the UIS Reporting Scale

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GAML4

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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)

<table>
<thead>
<tr>
<th>Does not meet minimum proficiency</th>
<th>Partially meets minimum proficiency</th>
<th>Meets minimum proficiency</th>
<th>Exceeds minimum proficiency</th>
</tr>
</thead>
</table>

Social Moderation Approach to linking to the UIS Reporting Scale
Linking the UIS proficiency metric with national and cross-national assessments: An example

<table>
<thead>
<tr>
<th>NSAT (Gr. 5)</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Above Basic</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIRLS (Gr. 4)</td>
<td>Low</td>
<td>Intermediate</td>
<td>High</td>
<td>Advanced</td>
</tr>
<tr>
<td>PASEC (Gr. 5)</td>
<td>Below L1</td>
<td>L1</td>
<td>L2</td>
<td>L3</td>
</tr>
<tr>
<td>SACMEQ (Gr. 6)</td>
<td>L1</td>
<td>L2</td>
<td>L3</td>
<td>L4</td>
</tr>
</tbody>
</table>

- Does not meet minimum proficiency
- Partially meets minimum proficiency
- Meets minimum proficiency
- Exceeds minimum proficiency

UIS Proficiency Metric (Performance Standards)
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

<table>
<thead>
<tr>
<th>Construction of UIS Performance Metrics (PMs)</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>Determine Common Content Standards (review IBE work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UIS-PM Performance Levels: Write Labels and PLDs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write Full Descriptions of UIS-PM Levels (workshops)</td>
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</tbody>
</table>

## Linking UIS-PM with CNAs (and NAs)

<table>
<thead>
<tr>
<th>Evaluate Alignment of PLDs (workshops)</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>N</td>
</tr>
<tr>
<td>Set Socially Moderated Standards (workshops)</td>
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</tr>
</tbody>
</table>

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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
Thank you!

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