Policy linking - Redesigning National Assessments for SDG Reporting: the Senegal Experience:

vCIES 2021

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April 26, 2021
PRESENTATION PLAN

• Why modify current assessment?
• The process used to modify
• Next steps
Why modify current national assessment (SNERS)?

• Provide decision-makers with an accurate picture of learners’ progress concerning critical learning outcomes in the curriculum;

• Ensure comparability of results over time

• Provide national decision-makers with a measure of the country’s progress on Sustainable Development Goal 4.1.1.

• Enable Senegal to report on SDG 4.1.1 (international comparison)
The process used to modify (Step 1)

- Develop a revised table of specifications for SNERS that:
  - identifies the key skills in the new national reading framework and in the GPF and
  - weights the skills according to the technical reporting requirements in the GPF
### Minimum technical specifications of GPF reporting requirements – Weighting of items

<table>
<thead>
<tr>
<th>Alignment Level</th>
<th>Grade 1-2</th>
<th>Grades 3 to 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal alignment</td>
<td>• 5 Decoding items</td>
<td>• 5 Reading Comprehension items</td>
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<tr>
<td></td>
<td>• 5 Comprehension of spoken, signed language items</td>
<td>• Items measure ≥50% of the 6 to 9 Gr 3 to 6 Reading Comprehension sub constructs</td>
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<tr>
<td></td>
<td>• Items measure ≥50% of the 5 to 7 Gr 1-2 sub constructs or these skills</td>
<td></td>
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<tr>
<td></td>
<td>(depending upon Grade)</td>
<td></td>
</tr>
<tr>
<td>Additional alignment</td>
<td>Not applicable</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Strongly aligned</td>
<td>• 5 reading comprehension items</td>
<td>• 5 items - Retrieving information</td>
</tr>
<tr>
<td></td>
<td>• Items measure 1 or more Gr 1 - 2 RC subconstructs for these skills</td>
<td>• 5 items - Interpreting information</td>
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<td>• 5 items – Reflecting information</td>
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<tr>
<td></td>
<td></td>
<td>• Items measure ≥50% of the 6 to 9 Gr 3 to 6 sub constructs for these skills</td>
</tr>
</tbody>
</table>
The process used to modify (Step 1)

• Create SNERS items:
  – that measure these skills and
  – measures them to the same degree of difficulty as outlined in the curriculum (for national reporting purposes)
The process used to modify (Step 2)

• Administer items in a sample of schools
• Evaluate their psychometric validity, reliability
• Select items for national assessment, based on psychometric properties
• Prepare a technical summary report on the psychometric properties of the assessment for SDG reporting requirements
The process used to modify (step 3)

- Establishing a national representative sample
- Administering new assessment
- Analyse the data
- Using policy linking methodology to establish minimal cut scores for SDG and national reporting purposes
- Prepare a final report describing the scientific validity of the instruments, the samples and the policy linking processes used
What do we expect to learn? (Pilot)

To what extent do we need to modify:

- the items in a national assessment
- the process of administering the assessment
- the process for interpreting the results

...to meet GPF reporting requirements, as well as national reporting priorities
Where are we now?

- Partnership between INEADE, MSI, LPT to support the initiative
- We expected to have finalized the instruments (March) and be ready for national data collection (May)
- COVID has delayed the process.
- Working on developing, finalizing the table of specifications
Thank You

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