POLICY LINKING AND SDG 4.1

GLOBAL ALLIANCE TO MONITOR LEARNING
August 27-28

AGENDA

- SDG 4.1.1
- Challenges for Reporting to a Global Indicator
- Policy Linking Overview
- Policy Linking Implementation
- Benchmarking Workshop
- Policy Linking Advantages
- Next Steps

THE IMPORTANCE OF ASSESSMENTS AND BENCHMARKING
SUSTAINABLE DEVELOPMENT GOAL 4.1

TARGETS

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

INDICATORS

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

CHALLENGES OF REPORTING TO A GLOBAL INDICATOR

ASSESSMENTS NOT COMPARABLE

- Differences in language
- Differences in assessments
- Lack of benchmarks

STATISTICAL LINKING IS COSTLY

- Requires testing the same students using multiple assessments or
- Testing the same item across multiple assessments
- One assessment must be linked to the indicator

POLICY LINKING OVERVIEW

- Create a set of global performance descriptors
- Countries can use those descriptors to set benchmarks for minimally proficient learners
- Country assessments are then linked across languages and contexts

Domain	Grade 2
DECODING GIVEN A SHORT GRADE-LEVEL TEXT LEARNERS CAN...	Decode most words in a connected text, including some unfamiliar ones
RETRIEVING INFORMATION GIVEN A GRADE-LEVEL NARRATIVE OR EXPOSITORY TEXT, LEARNERS CAN...*IDENTIFY THE MEANING OF WORDS*	Identify the meaning of most unfamiliar words or familiar words used in unfamiliar ways (i.e., homophones)

POLICY LINKING IN FOUR STEPS:

1. GLOBAL: Gather a common understanding of what *countries* expect their students to be able to do, based on existing curricula and assessments. (Done).

2. GLOBAL: Develop detailed, globally applicable, descriptions of what a minimally proficient student should be able to do, by grade level, for specific content domains. (Done).

3. LOCAL: Assemble a small workshop of local educators and specialists. For each question on an assessment, judge whether a theoretical local student, who meets the global definition of minimally proficient, should be able to answer correctly. Based on this, calculate the 'cutoff score' for minimum proficiency on the assessment. (Piloting).

4. LOCAL: Apply the cutoff score to existing assessment data to identify the percentage of students who meet the global definition of minimum proficiency. (Piloting).

POLICY LINKING IMPLEMENTATION

PHASE 1: GAIN BUY-IN TO USE OF THE METHOD

PHASE 2: DRAFT GLOBAL PROFICIENCY FRAMEWORK (ONCE GLOBALLY)

1. Define the content frameworks (work done by IBE and ACER)
2. Determine the proficiency levels and labels (GPLs) (general statements of what students in each performance level are expected to know and be able to do in relation to the content frameworks)
3. Develop the proficiency descriptors (GPDs)

- **Definitions:**

Domain and construct	Partially meets minimum proficiency	Meets minimum proficiency	Exceeds minimum proficiency
NUMBER KNOWLEDGE			
Number sense (counting, reading, writing, comparing, and ordering)	- Count, read, write, compare, and order whole numbers up to 30.	- Count, read, write, compare, and order whole numbers up to 100.	- Count backwards from 20 and skip count forwards using twos, fives, and tens.
Number sense (using place value and rounding)	- Represent quantities up to 30 concretely, pictorially, and with symbolically (with numerals).	- Represent quantities up to 100 concretely, pictorially, and symbolically. - Compose and decompose whole numbers up to 100, using place-value concepts.	- Identify the value of a digit based on its place-value position.
Operations (adding and subtracting)	- Solve addition and subtraction problems within 10 that are presented concretely, pictorially, and symbolically.	- Solve addition and subtraction problems within 20 that are presented concretely, pictorially, and symbolically.	- Solve addition and subtraction problems within 30 that are presented concretely, pictorially, and symbolically.

POLICY LINKING IMPLEMENTATION

PHASE 3: CONDUCT BENCHMARKING WORKSHOPS (ONCE PER INTERESTED COUNTRY)

1. Check alignment between the Global Proficiency Framework and the Assessment
2. Prepare for the benchmarking workshop
   a. Select facilitators
   b. Select panelists
   c. Prepare materials
3. Conduct the benchmarking workshop

BENCHMARKING WORKSHOP

Train
Explain global proficiency framework and benchmarking methods

Con
Provide
discuss
impact

outs
marks,
to
ilate
nduct
port

Word no.	***Round 1*** *individual and independent predictions*				***Round 2*** *individual and independent predictions*			
	JP	*JM*	*JE*	*AE*	*JP*	*JM*	*JE*	*AE*
Issa	JP	JM	JE	AE	JP	JM	JE	AE
was	JP	JM	JE	AE	JP	JM	JE	AE
very	JP	JM	JE	AE	JP	JM	JE	AE
sad.	JP	JM	JE	AE	JP	JM	JE	AE
He	JP	JM	JE	AE	JP	JM	JE	AE
Lost	JP	JM	JE	AE	JP	JM	JE	AE
His	JP	JM	JE	AE	JP	JM	JE	AE
grandfather's	JP	JM	JE	AE	JP	JM	JE	AE
sheep.	JP	JM	JE	AE	JP	JM	JE	AE
He	JP	JM	JE	AE	JP	JM	JE	AE
could	JP	JM	JE	AE	JP	JM	JE	AE
not	JP	JM	JE	AE	JP	JM	JE	AE
go	JP	JM	JE	AE	JP	JM	JE	AE
to	JP	JM	JE	AE	JP	JM	JE	AE
look	JP	JM	JE	AE	JP	JM	JE	AE
for	JP	JM	JE	AE	JP	JM	JE	AE
them.	JP	JM	JE	AE	JP	JM	JE	AE
Grandfather	JP	JM	JE	AE	JP	JM	JE	AE
came	JP	JM	JE	AE	JP	JM	JE	AE
to	JP	JM	JE	AE	JP	JM	JE	AE
look	JP	JM	JE	AE	JP	JM	JE	AE
for	JP	JM	JE	AE	JP	JM	JE	AE
them.	JP	JM	JE	AE	JP	JM	JE	AE
soon	JP	JM	JE	AE	JP	JM	JE	AE
he	JP	JM	JE	AE	JP	JM	JE	AE
returned	JP	JM	JE	AE	JP	JM	JE	AE
with	JP	JM	JE	AE	JP	JM	JE	AE
the	JP	JM	JE	AE	JP	JM	JE	AE
sheep.	JP	JM	JE	AE	JP	JM	JE	AE
Issa	JP	JM	JE	AE	JP	JM	JE	AE
is	JP	JM	JE	AE	JP	JM	JE	AE
smiling	JP	JM	JE	AE	JP	JM	JE	AE
now.	JP	JM	JE	AE	JP	JM	JE	AE

POLICY LINKING ADVANTAGES

- Low cost
- Relatively quick
- Allows all countries to keep their current national assessments and timelines
- Ensures countries have benchmarks
- Provides an internationally-leveled proficiency framework that can be used locally
  - To inform policy and instruction
  - To create an assessment
- Completed in-country by teachers
  - Owned by the local government
- Not dependent on the current performance of learners

NEXT STEPS FOR POLICY LINKING

- Global Proficiency Framework finalized
- Policy Linking Toolkit finalized
- Pilot test/evaluate the methodology/toolkit
- Evaluation/validation
- Adapt and finalize
- Communicate, dissemination, training

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