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# Global Item Bank

## Guidance for item submission

With the global commitment to improve learning in 2015, Member States agreed to achieve SDG Goal 4.1, which entails generating learning data to monitor progress on *SDG 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.*

Learning data to report on this indicator usually comes from learning assessments for in-school children. These assessments can be conducted cross-nationally or within countries as national learning assessments. However, many developing countries do not participate in international assessments and frequently lack financial, technical, or human resources to implement national learning assessments.

### What is the Global Item Bank?

The Global Item Bank is designed as a global public good and once completely developed, will be governed as part of the World Bank and UIS [Initiative to improve global learning through data](#). Countries will also be able to use it to store and manage national assessment items, and the Bank will allow them to securely access additional globally shared items under an agreement of collaboration with UNESCO Institute for Statistics (UIS) and the World Bank.

The Bank of Item is intended to:

- store both new and existing items, following the digital development principles of open education technologies;
- include an online crowdsourcing module for item development and validation;
- incorporate existing and equated items for cross-national assessments to use as initial anchors for cross-country comparability;
- index existing items from national and cross-national assessments based on the identified skills included in the Global Content Framework and Global Proficiency Framework (for the domains of reading and mathematics) and any corresponding item psychometric metadata; and
- include existing guidelines on multiple-choice item development and validation for countries, item developers, and reviewers.

A strategic partnership framework is proposed to maximize the synergies among one or more academic institutions with technical expertise in the development of online open-source repositories for learning assessments, the expertise of the World Bank in supporting and implementing international development projects, and the role UNESCO Institute for Statistics as the custodian UN agency for SDG 4 data.

In this quick guide, you will find information on the domains' learning areas for both reading and mathematics, and on the parameters specific to each of the items submitted. Finally, an example of how to submit the information is provided.

## Learning Domains

SDG Indicator 4.1.1 assesses two domains, **reading** and **mathematics**, composed of different learning areas for each domain.

## Learning Areas for each Domain

The items should be aligned to the learning area listed below, by domain:

Reading	Mathematics
<p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Retrieving information</li> <li>• Interpreting information</li> <li>• Reflecting on information</li> </ul>	<p><b>Number knowledge</b></p> <ul style="list-style-type: none"> <li>• Number sense:               <ul style="list-style-type: none"> <li>○ counting, comparing, ordering</li> <li>○ place value, rounding</li> </ul> </li> <li>• Operations:               <ul style="list-style-type: none"> <li>○ adding, subtracting</li> <li>○ multiplying, dividing</li> </ul> </li> <li>• Real world problems</li> <li>• Fractions</li> </ul>
<p><b>Decoding</b></p>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Measurement units</li> <li>• Area, perimeter, volume</li> <li>• Time</li> </ul>
	<p><b>Statistics and probability</b></p> <ul style="list-style-type: none"> <li>• Data management</li> </ul>
	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Constructions</li> <li>• Properties</li> </ul>

## Parameters of items

The parameters of the items submitted include:

<b><i>Item parameter</i></b>	<b><i>Description</i></b>
<b>Domain</b>	Reading or mathematics
<b>Item</b>	The question of the test. <i>This should include the answer options, if applicable.</i>
<b>Correct answer of the item</b>	The right answer to the question.
<b>Author and name for a specific item</b>	The name of the item's author and the date it was created.
<b>Status of the item</b>	The status of the item refers to the current use of the item in administered assessments. <ul style="list-style-type: none"> <li>• Newly added item</li> <li>• In piloting phase</li> <li>• Active</li> <li>• Retired, for items which are no longer used in assessments submitted to students.</li> </ul>
<b>Angoff ratings</b>	The Angoff ratings are obtained using the Angoff Method.
<b>Classical test theory statistics</b>	These include the average score, item difficulty, and the test's reliability.
<b>Item response theory statistics</b>	These include statistics on measurement error (standard error for example).
<b>Link to test blueprint</b>	A test blueprint is an outline of the test which links the items to the learning goals.
<b>Item history</b>	The history of the item refers to the dates (year) when the item was used, reviews following its uses, and user-defined fields.

## Metadata

Any relevant metadata, as complete and accurate as possible, should also be submitted by providing (if available):

- Content area (use construct areas as previously presented)
- Source
- Prior administration of item (year, grade, assessment)
- Language of item
- Notes on copyright, permissions, or ownership

## Formatting of items submitted

Ideally, all items submitted should be in Word or other editable format.

The layout of the item or stimulus should be as clear as possible, and any artwork or graphics should be supportive of the item or stimulus. The example of an item submission on the following page can be use and repeated as needed.

### Example of item submission

This is an example of the information to be provided on each of the items submitted. It should be repeated for each additional item submitted.

<b>Item 1</b> <i>(If more than one item, please adjust the numbering)</i>		
<b>Domain</b>		Reading
		Mathematics
<b>Item</b>		
<b>Correct answer of the item</b>		
<b>Author(s), date and name of item</b>	Author(s):	
	Date	Year:                      Month:
	Item name:	
<b>Status of the item</b>		Newly added item
		In piloting phase
		Active
		Retired, for items which are no longer used in assessments submitted to students.
<b>Angoff ratings</b>		
<b>Classical test theory statistics:</b>		
Average score:		
Item difficulty:		
Test's reliability:		
<b>Item response theory statistics:</b>		
Measurement errors:		
<b>Link to test blueprint</b>		
<b>Item history</b>		
<b>Additional information (graphics etc)</b>		