# GAML Brief 7:
## Catalogue of Learning Assessments

**January 2018**

## Background

The Sustainable Development Goal for education (SDG 4) requires countries to measure and report on learning outcomes as well as a range of other indicators such as global citizenship, digital literacy and science. Assessments are a key way to gather this information, but implementing an assessment, analysing the resulting data and disseminating the information can prove technically challenging for many countries.

For countries that do not participate in any assessment programme, choosing the one that meets their needs – and their international reporting obligations – is an important decision. To help them choose from the many options, the Catalogue of Learning Assessments (CLA), which provides a standardised source of information on all learning assessments conducted globally, is a good place to start. It can be found on the UNESCO Institute for Statistics (UIS) website at: http://nada.uis.unesco.org/nada/en/index.php/catalogue/learning_assessments

Further, as the CLA includes information on household-based surveys, it can be a useful tool for monitoring information on out-of-school children.

## What is the Catalogue of Learning Assessments?

The origins of the first CLA module date back to the UIS' Observatory of Learning Outcomes (OLO) completed in 2015. The CLA is a database containing information on various aspects of learning assessments in countries across the world. It includes assessments conducted in schools (school-based assessments) and in homes (household-based assessments). The CLA covers assessments conducted in early childhood education, primary, and secondary schooling, and the corresponding age groups to these educational levels (for household-based assessments).

## What information does the CLA collect?

The CLA currently has two modules, one covering general information about learning assessments and another covering national data for reporting progress on SDG 4. A third model, not yet developed, will evaluate the rigour of assessment and examination systems and identify capacity-building needs. It is in the planning stages and might be presented on a different platform.

To compile the information for the first two modules, the UIS sends out a questionnaire to ask countries to ask for information on assessments conducted in 2010 and later. The information includes such details as the scope, purpose test design, coverage, sampling and funding. It also asks countries to discuss the production and use of resulting data. The two completed modules are described below.

### Module 1: General information about learning assessments

Module 1, based on a streamlined version of the OLO instrument, asks detailed information about all national and cross-national (regional and international) assessments in which a country participates, including the purpose of the assessment, funding sources, what education

levels and age groups it covers, whether it accommodates persons with special needs, the sampling design, the learning domains covered, and how the test is administered and analysed. **Table 1** summarises the contents of CLA Module 1.

**Table 1. CLA Module 1 Contents**

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| 1.  Assessment Name |
| 2.  Level (national, sub-national) |
| 3.  Organization responsible and resources |
| 4.  Purpose |
| 5.  Implementation years |
| 6.  Target population |
| 7.  Accommodation of special needs |
| 8.  Participation (household, school, type of school) |
| 9.  Sampling design |
| 10. Sample size |
| 11. Domains assessed |
| 12. Background information collected |
| 13. Assessment Administration |
| 14. Data analysis and reporting |
| 15. Dissemination |

## Module 2: Results of national assessments

The second CLA module asks countries to provide the results of the learning assessments captured in Module 1 for the learning domains specified in SDG 4. This module includes both school-based and household-based questionnaires. The school-based questionnaire covers grades 1-12 and asks countries to report learning data as relevant on reading, mathematics, citizenship education, education for sustainable development, environmental science, geoscience, and digital literacy in grades 1-12. Literacy, numeracy, socio-emotional, and physical domains, and a write-in area for other domains are included in the section on children under age 5. National assessments, cross-national assessments, and public examinations are covered in the school-based questionnaire, summarised in **Table 2**.

**Table 2. CLA Module 2 Contents, School-Based Assessments**

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| 1.  General information about the assessments for each grade (1-12) by learning domain (reading, mathematics, citizenship education, education for sustainable development, environmental science, geoscience, and digital literacy) |
| 2.  Proficiency level descriptions by domain for each grade |
| 3.  Results of national assessments (proportion at each proficiency level and average scores) for all students and by equity dimensions (sex, location, household wealth, migrant status, ethnicity, disability status and language spoken at home) |
| 4.  General information about the national assessments of children under 5 years by learning domain (literacy, numeracy, socio-emotional, physical, other) |
| 5.  Developmental stage descriptions by domain for each under 5 age group |
| 6.  Results of national assessments of children under 5 by domain for each age group and by equity dimensions |

The household-based questionnaire includes assessment of youth and adults on functional literacy and information and communication technology (ICT) skills. Citizen-led assessments and any other household-based survey that measures learning are covered in this questionnaire, as summarised in **Table 3**. Both questionnaires ask countries to report on the results for equity dimensions including sex, location, household wealth, migrant status, ethnicity, disability status and language spoken at home.

**Table 3. CLA Module 2 Contents, Household-Based Assessments**

1. General information about the household survey on youth and adult ICT skills
2. Results of the household survey (proportion of youth/adults at each proficiency level and average scores) on youth and adult ICT skills for all participants and by equity dimensions (sex, location, household wealth, migrant status, ethnicity, disability status)
3. General information about the household survey on youth and adult digital literacy (DL) skills
4. Proficiency level descriptions of DL skills
5. Results of the household survey for all participants and by equity dimensions
6. General information about the household survey on youth and adult functional literacy and numeracy (LN) skills
7. Proficiency level descriptions of functional LN skills
8. Results of the household survey for all participants and by equity dimensions

## How does the CLA contribute to SDG 4 reporting?

The data collected through CLA Modules 1 and 2 describe the current state of learning assessments around the world. This can be seen as a first step in gathering data for SDG 4 reporting. It also helps the UIS target resources for supporting countries in measuring learning across all SDG 4 indicators. While mathematics and reading are measured in nearly every country, less is known about how global citizenship, digital literacy, and ICT skills are measured. The CLA will provide a global baseline on coverage for measurement of these broader skills.

## How can countries use the information in the CLA?

The CLA database serves as a resource for countries interested in developing a national assessment, improving their assessment system, or joining a regional or international initiative. As part of the second phase, the CLA will include additional modules to collect more precise information needed by countries and donors to improve the quality and robustness of their assessment systems, as well as the data needed to report on learning indicators included in the SDG 4 targets.