Framework for interim reporting
Proposal by GAML Secretariat

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Overview

- Depending on the indicator, a few countries - not all regions represented - conduct cross-national surveys/assessments.
- Not participating in cross-national assessments/surveys after 2017, a large number of countries do not measure learning.
- Some assessment/surveys are not periodical.
- There is a number of countries that have their own national initiatives/assessments.
- Heterogeneous characteristics of assessments:
  - No agreed standards with respect to contents and data quality;
  - There are various national and cross national frameworks;
  - There are different benchmarks for every assessment;
  - Tools have different scope and coverage;
  - Different coverage in terms of domain;
  - Different modes of assessment (paper/computer based).

Identifying the problem

- The main issue in reporting at this level seems to be comparability across systems and languages. Do or should assessments at this level allow for comparability in reporting?
- There is a need for an initial list of criteria for data and measures.
- It is important to acknowledge that measurement cannot be done without parallel measurement of contextual determinants.
- There is a need to identify if further methodological work is required.
- There is a need to identify if further data collection tools are required.
- There is a need to include both work on existing datasets and the development of new samples.
- There is a need to encourage/induce some convergence of tools in order to achieve more comparability.
- There is a need to consider alignment of skills between pre-primary, primary and youth and adults skills.
- An interim strategy needs to take advantage of existing effort.

Defining principles for reporting

- Universal defining criteria not using a unique approach or tool unless agreed globally.
- Desirably long-term view given that many countries will choose their own tools to report.
- A definition of constructs desirable in a framework to achieve global comparability, or have “hooks” that allow comparability.
- Guide the best possible, cost effective measurement, not only reporting to SDGs.
Framework for interim reporting

- Have principles that are as pragmatic as possible and as rigorous as needed:
  - Based on long-term view.
- Accommodate a wide range of performance/contexts:
  - Allow across all grades/ages including early childhood, and
  - Include out-of-school children, if relevant.
- Useful to countries given national objectives (consistent with what countries are working toward).
- Depart from long-term view:
  - Establishing a common framework for reference that defines the constructs to be evaluated across all contexts;
  - Guide the best possible, cost-effective measurement, not only reporting to SDGs;
  - List the set tools that could serve to inform the target;
  - Evaluate to develop a set of purpose-built tools that countries can draw on/adapt.
- Identify criteria for reporting in three areas:
  - Does the measure cover the necessary domains?
  - What are the properties of the tool?
  - What are the properties of the data?

Interim strategy

- An interim strategy promotes the highest level of participation and reporting by prioritising a fit-for-purpose approach.
- The focus would be to take all tools, regardless of whether they meet these criteria, and report those using annotations for those that do not meet all the criteria.
  - Non-ideal measures would be accepted;
  - Report data with annotations;
  - National data to be reported;
  - National benchmarks to be utilized; and
  - Solutions will be worked out with governments.
- Data gaps are going to be filled with available data, provided the following are given to judge alignment:
  - Data on the indicator; and
  - Information about procedural decisions.

Interim reporting process

- Identify ideal criteria for data and measures (and document them in writing and with examples).
- Evaluate existing data sources against those criteria and integrate criteria into the Catalogue of Learning Assessments (CLA) and other mechanisms.
• Outline a reporting system with two possible approaches:
  o Conceptual alignment; and
  o Possible empirical approaches including linking.

**Indicator 4.1.1.**

• Results from all assessments are accepted, whether school-based or not.
• The name of the assessment and year are required.
• Results for +1/-1 grade are accepted, except for lower secondary, and the country is to identify if it is reporting in the exact grade or not.
• Results can or cannot include out-of-school children.
• The country needs to clarify if there are other exclusions.
• The country needs to add a column with the percentage of out-of-school children and the number of years of the relevant ISCED level, if it represents the end of cycle.
• Results are accepted with the assessment’s own minimum level benchmark with policy descriptors:
  o This will allow alignment with harmonized levels; and
  o It will be possible to highlight the relation between the minimum level benchmark and the globally recommended one.
• The country needs to report data generating procedures.
• If following data alignment criteria at least in three main dimensions:
  o Fitness for purpose;
  o Representativeness; and
  o Translation.
• Where results are longitudinally equated or not.

**Indicator 4.2.1**

• Define developmentally on-track:
  o Criterion referenced.
• Measure learning in a holistic way:
  o Health, psychosocial well-being, learning.
• Depart from a long term view:
  o Describe the learning domain and its ties to other domains—general areas of early language/literacy, early numeracy, social/emotional, physical.
• The results can be population-based.
• The surveys can be conducted on a representative sample.
• Provide tools that are useful to countries given national standards (consistent with what countries are working towards).
The results need to be globally comparable, or have “hooks” that allow one to determine their comparability.

The assessments need to be administered at a variety of ages.

The assessments need to have a well-defined reporting framework.

The assessments need to follow the standards in the Good Practices in Learning Assessment (GP-LA).

**Indicators 4.4.2 and 4.6.1**

- Draw on the assessment frameworks and tools, and report on them with the appropriate footnoting.
- Quality standards to be used as footnoting:
  - Definition of literacy that invokes continuum;
  - Assessment that covers a full range of skills;
  - Representative sample;
  - Form of administration of assessment (paper or computer based);
  - Direct or indirect reporting;
  - National or Cross National assessment;
  - Ideally cover in terms of age groups; and
  - Use of adaptive tool or not.

**Indicators 4.7.4 and 4.7.5**

- Results from all assessments are accepted, whether school-based or not.
- The name of the assessment and year are required.
- The grades corresponding to the ages need to be reported.
- Results can or cannot include out-of-school children.
- The country needs to add a column with the percentage of out-of-school children and the number of years of the relevant ISCED level, if it represents the end of cycle.
- Results are accepted with the assessment’s own minimum level benchmark with policy descriptors.
- The country needs to report data generating procedures.
- Align with the manual and code of good practices
- The results needs to align with the manual and code of good practices.
- The results need to follow the data alignment criteria at least in three main dimensions:
  - Fitness for purpose;
  - Representativeness; and
  - Translation.