Addressing the measurement challenges on SDG4.
Progress in methodological work in Learning Assessment

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SDG 4 monitoring framework: learning outcome indicators

- Technical Cooperation Group (SDG 4)
- Global Alliance to Monitor Learning (SDG 4 learning)
- 4.1 Minimum proficiency in reading / mathematics
- 4.2 Early childhood development
- 4.4 Digital literacy skills
- 4.6 Literacy and numeracy proficiency
- 4.7 Skills for global citizenship and sustainability
Learning outcome indicators key challenges

Coverage and frequency

80 countries do not have any comparable data on 4.1.1
Gaps between assessments can be up to 6 years or more
Learning outcome indicators key challenges

Comparability from multiple sources (what – content, MPL, processes) and how to express in the same scale

- **School-based assessments**
  - National assessments
  - Cross-national assessments

- **Household-based assessments**
  - Citizen-led assessments
  - Household surveys with assessment components

- **Certification of level completion**
  - Public examinations

**Test-based linking**
- Students take two different assessments and results are linked

**Item-based linking**
- A set of common items are used and results are linked

**Pedagogical**
- Experts agree on policy descriptors and item difficulty
SOLUTIONS TO GENERATE COMPARABLE DATA FOR 4.1.1

COMPARABILITY

Single test

Subject-based linking

Item-based linking

Policy linking

Pre-requisite for this approach:
International assessments or Regional assessments

The item is the point of linking

Experts from the countries link an assessment back to a common set of performance standards by judging item difficulty
Learning outcome indicators key challenges

Range of learning outcomes

- Main focus on reading and mathematics
  – or at most a few other cognitive domains

- Little investment in assessing critical skills, creativity
  – or any non-cognitive domains
Learning outcome indicators key challenges
Capacity to conduct and use assessments

- High levels of technical assistance needed
- Technical and managerial skills needed
- Insufficient funding for capacity development
Learning outcome indicators key challenges

Coherence of support

- Duplication in efforts
- Lack of transparency in unit costs
- Insufficient supply of global public goods, such as item banks
Approach to the work in learning assessments

Range of options

1. Finance assessments
2. Make assessments more efficient/effective
e.g. invest in capacity
e.g. invest in use of data
e.g. expand its use for reporting on SDG4 indicators
3. Expand skills assessed
4. Make market transparent
5. Broker between countries and suppliers; avoid wastage
6. Innovate
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Aspects</th>
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<tbody>
<tr>
<td>Indicator 4.1.1</td>
<td>▪ Refinement of Minimum Proficiency Levels  &lt;br&gt; ▪ Tools: Global Proficiency Framework, Policy Linking Toolkit and piloting</td>
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<tr>
<td>Indicators 4.7.4, 4.7.5</td>
<td>Endorsement of  &lt;br&gt; ▪ Conceptual framework discussed and approved  &lt;br&gt; ▪ Global Framework approved and reporting strategy in 2019  &lt;br&gt; ▪ Reporting data based on existent ILSA  &lt;br&gt; ▪ Indicators 4.7.4 and 4.7.5 reported</td>
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<tr>
<td>Breadth of Skills-4.7.6</td>
<td>Green light from TCG 2018 &lt;br&gt; Endorsement of Work Plan in 2019 &lt;br&gt; Conceptual and methodological framework shared in Webinar Pilot and framing of the indicator in this GAML/TCG7</td>
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<td>Indicator 4.6.1</td>
<td>Endorsement of PIAAC methodological framework 2018  &lt;br&gt; Endorsement of Level 2 as FL in 2019  &lt;br&gt; Workplan approved and new tools in development</td>
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<td>Indicator 4.4.2</td>
<td>Conceptual framework approved and currently used</td>
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<td>Extraction of other indicators</td>
<td>Mapping 2018  &lt;br&gt; Approval of LA to report for 4.5.2, 4.a.2 – Some other today</td>
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Agenda

Three objectives:

- **4.1.1 - (update)** methodological work, pilots, assessments under way
- **4.2.1 – Update** from the custodian agency
- **4.6.1 – proposal on tools to**
- **4.7.6:** assess progress relative to feasible trends
- **Non-cognitive SDG:** use of learning assessments for filling data gaps in SDG4 reporting.
- **New metrics and methods and COVID-10 related work**