

SDG 4.1.1.a

Development to data and next steps

4 July 2024

Contents

- Lead-up to March and May meetings
- March and May meetings
- Technical Input into May meeting
- Technical to-dos
- Institutional to-dos

Background

- Late IAEG-SDGs “demotion” of 4.1.1a due to insufficient coverage
- UIS calls for GAML meeting in Paris (December 2023)
 - Convene to explore reasons for under-reporting, ways to fix
- Some conclusions:
 - Recall complexities of foundational learning issues: language, can't read yet
 - Newer assessments not originally designed for global comparable reporting
 - Newer assessments must link to MPL and GPF needed to be made explicit (# of items, etc.) – UIS had been working on these

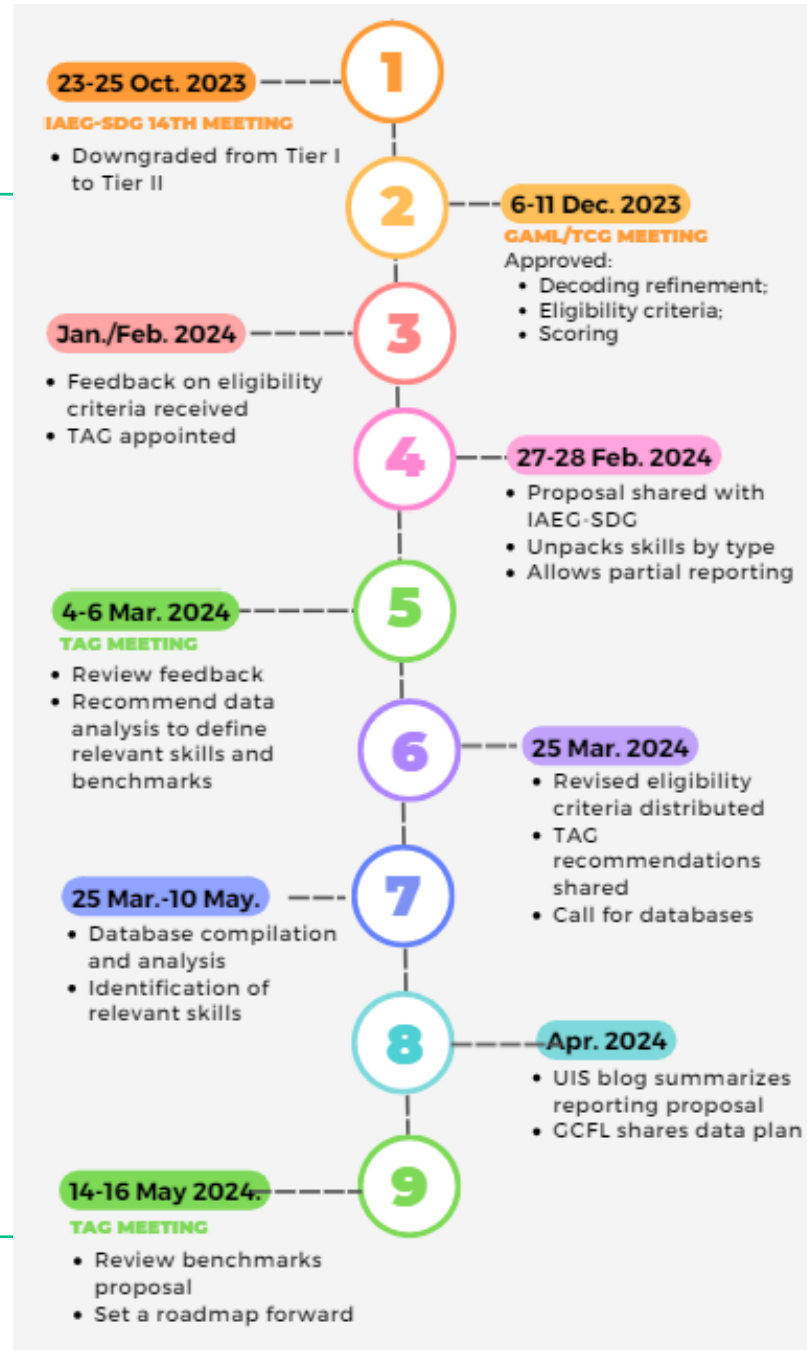
Challenges

- Documentation on psychometric characteristics needed, sampling, assessment administration, reliability, etc., all needed
- Meeting calls for UIS to draft criteria for reporting eligibility
- Call for independent experts (TAG) to review criteria
- UIS proposes table of benchmarks of precursor skills
- UIS drafts Criteria document by February; Distributed
- Many comments received; responded
- Re-draft → TAG meeting, March 2024

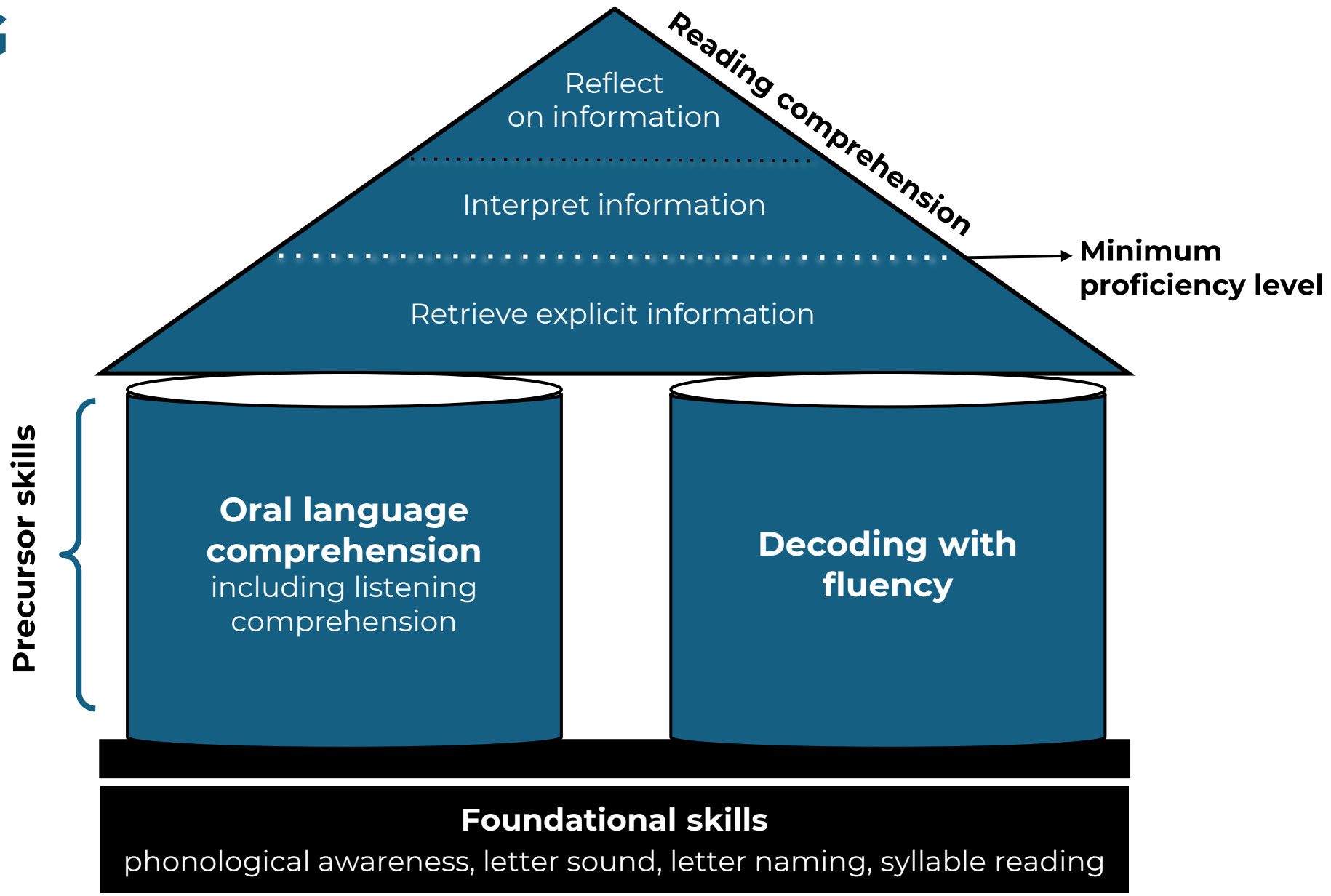
State of Play after March TAG Meeting

- Confirms drafted criteria: use by any assessment including national
- Made a many technical suggestions,
- Reminder of content areas of Criteria:
 1. Alignment with MPL, GPF (number of items needed to align) and validity
 2. Item quality review
 3. Sample and sampling
 4. Assessment administration and data management
 5. Reliability parameters analysis and levels needed
 6. Linking method to the MPL (define skills and benchmarks)
- Agree to a benchmark process, review in May

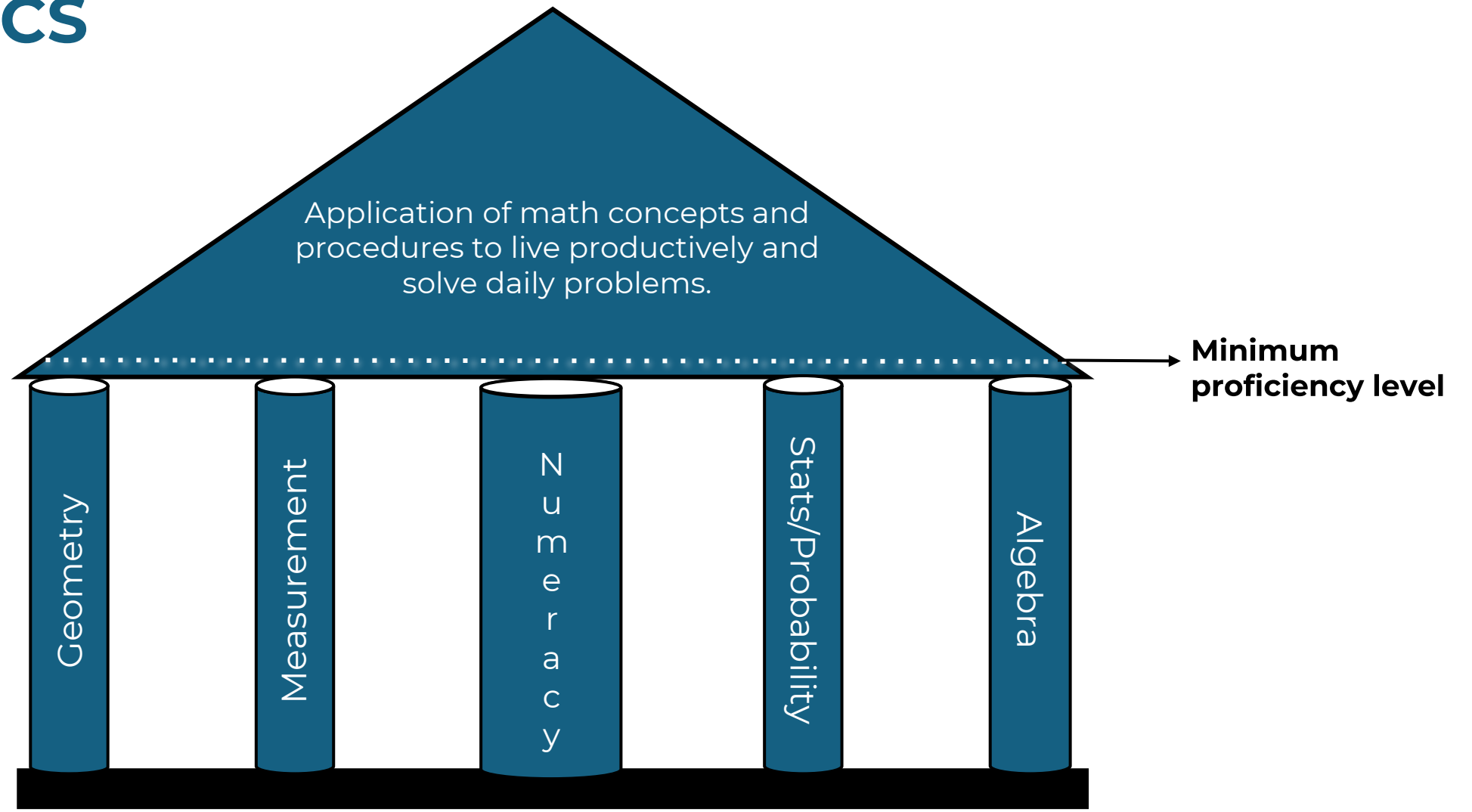
TAG work



READING



MATHEMATICS



Parenthesis on benchmarks table

Recall idea was to create a table that would look something like:

Skill	Lang 1	Lang 2	
Letter recognition	Benchmark level	Etc	Etc
Word recognition	Benchmark level	Etc	Etc
Paragraph accuracy	Benchmark level	Etc	Etc
Paragraph fluency	Benchmark level	Etc	Etc
Comprehension	80/60%?	Etc	Etc

What actual results looked like

Subtask	80% Reading Comprehension			CI if Agg same lang family	
	Country 99 (Gr. 3) - XXXXXXXXXXXXXXX				
	# of items	Weight	Benchmarks, CI		
Lang Fam 1					
	Lang fam	Lang fam	Lang fam 1	Lang fam 1	
Phonological awareness	12	0.71	12 (L:8, U:12)	11.2, 12.6	
Syllable sound reading	100	0.80	99 (L:81, U:100)	95.5, 102.5	
Familiar word reading	50	0.91	49 (L:28, U:50)	44.1, 51.7	
Nonsense word reading	50	0.92	49 (L:24, U:50)	43.5, 52.5	
Oral language comprehension -1	5	0.29	5 (L:5, U:5)	5, 5	
Picture Matching - 1	5	0.61	5 (L:5, U:5)	5, 5	
Oral Reading Fluency - Passage 1	66	0.78	64 (L:35, U:66)	57.9, 68.5	
Reading Comprehension - Passage 1	5	0.73	4 (L:1, U:5)	3.3, 4.7	
Oral Reading Fluency - Passage 2	70	0.76	69 (L:41, U:70)	59.5, 69.9	
Reading Comprehension - Passage 2	5	0.83	4 (L:1, U:5)	3.6, 4.9	

Current state of Play and timeline

- RC is *the* reporting criterion for reading and numeracy for the math domain - % correct on both
 - But very useful to benchmark and report on precursors
- Some countries has set their own benchmarking
- More analysis needed to firm up technical characteristics of method
- Some languages way under-represented, will call for more data
- Need to analyze math – no time yet – in process – will call for data
- **Timeline**
 - July- November: analysis on databases
 - December: EDSC 11th - decision put forward

Thank you

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