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)
  o Convene to explore reasons for under-reporting, ways to fix
• Some conclusions:
  o Recall complexities of foundational learning issues: language, can’t read yet
  o Newer assessments not originally designed for global comparable reporting
  o 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

1. 23-25 Oct. 2023
   IAEOD SDG 14 TR MEETING
   - Downgraded from Tier I to Tier II

2. 6-11 Dec. 2023
   GAML/TCG MEETING
   - Approved:
     - Decoding refinement
     - Eligibility criteria
     - Scoring

3. Jan./Feb. 2024
   - Feedback on eligibility criteria received
   - TAG appointed

4. 27-28 Feb. 2024
   - Proposal shared with IAEOD SDG
   - Unpacks skills by type
   - Allows partial reporting

5. 4-6 Mar. 2024
   TAG MEETING
   - Review feedback
   - Recommend data analysis to define relevant skills and benchmarks

6. 25 Mar. 2024
   - Revised eligibility criteria distributed
   - TAG recommendations shared
   - Call for databases

7. 25 Mar. - 10 May
   - Database compilation and analysis
   - Identification of relevant skills

8. Apr. 2024
   - UIS blog summarizes reporting proposal
   - CCFL shares data plan

9. 14-16 May 2024
   TAG MEETING
   - Review benchmarks proposal
   - Set a roadmap forward
READING

Foundational skills
phonological awareness, letter sound, letter naming, syllable reading

Precursor skills
Oral language comprehension including listening comprehension
Decoding with fluency

Interpret information
Retrieve explicit information
Reflect on information

Minimum proficiency level
Application of math concepts and procedures to live productively and solve daily problems.

Geometry  Measurement  Numeracy  Stats/Probability  Algebra

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Lang 1</th>
<th>Lang 2</th>
<th>Lang 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter recognition</td>
<td>Benchmark level</td>
<td>Etc</td>
<td>Etc</td>
</tr>
<tr>
<td>Word recognition</td>
<td>Benchmark level</td>
<td>Etc</td>
<td>Etc</td>
</tr>
<tr>
<td>Paragraph accuracy</td>
<td>Benchmark level</td>
<td>Etc</td>
<td>Etc</td>
</tr>
<tr>
<td>Paragraph fluency</td>
<td>Benchmark level</td>
<td>Etc</td>
<td>Etc</td>
</tr>
<tr>
<td>Comprehension</td>
<td>80/60%?</td>
<td>Etc</td>
<td>Etc</td>
</tr>
</tbody>
</table>
## What actual results looked like

<table>
<thead>
<tr>
<th>Subtask</th>
<th>80% Reading Comprehension</th>
<th>80% Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country 99 (Gr. 3)</strong> - XXXXXXXXXXX</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of items</td>
<td>Weight</td>
<td>Benchmarks, CI</td>
</tr>
<tr>
<td>Lang Fam 1</td>
<td>Lang fam</td>
<td>Lang fam 1</td>
</tr>
<tr>
<td>Phonological awareness</td>
<td>12</td>
<td>0.71</td>
</tr>
<tr>
<td>Syllable sound reading</td>
<td>100</td>
<td>0.80</td>
</tr>
<tr>
<td>Familiar word reading</td>
<td>50</td>
<td>0.91</td>
</tr>
<tr>
<td>Nonsense word reading</td>
<td>50</td>
<td>0.92</td>
</tr>
<tr>
<td>Oral language comprehension -1</td>
<td>5</td>
<td>0.29</td>
</tr>
<tr>
<td>Picture Matching - 1</td>
<td>5</td>
<td>0.61</td>
</tr>
<tr>
<td>Oral Reading Fluency - Passage 1</td>
<td>66</td>
<td>0.78</td>
</tr>
<tr>
<td>Reading Comprehension - Passage 1</td>
<td>5</td>
<td>0.73</td>
</tr>
<tr>
<td>Oral Reading Fluency - Passage 2</td>
<td>70</td>
<td>0.76</td>
</tr>
<tr>
<td>Reading Comprehension - Passage 2</td>
<td>5</td>
<td>0.83</td>
</tr>
</tbody>
</table>
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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