



PAL NETWORK
People's Action for Learning

PAL Network's ICAN-ICARe: Global Reporting Alignment for SDG 4.1.1(a)

Ensuring Quality Education Data Through Citizen-Led Assessments

GAML Meeting | February 26, 2025



Introduction to PAL Network and ICAN-ICARe



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- **The PAL Network:** A South-South partnership across 15 countries in Africa, Asia, and Latin America focused on improving foundational literacy and numeracy (FLN).
- **Mission:** Empowering local actors to generate data that informs education policies and holds governments accountable.
- **ICAN-ICARe:** Large-Scale Assessment (LSA) project producing globally comparable data on children's foundational learning.
 - ICAN: International Common Assessment of Numeracy
 - ICARe: International Common Assessment of Reading
- **Alignment:** Tools aligned with the Global Proficiency Framework (GPF) for reporting on Sustainable Development Goal (SDG) indicator 4.1.1(a).
- **Approach:** Cost-effective, paper-based, suitable for diverse, low-resource settings

Weightage of domains, constructs and subconstructs – ICAN



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Domains/constructs	# subconstructs (Grade 1)	# subconstructs (Grade 2)	# subconstructs (Grade 3)	# of items	% of items
Number & Operations (N)	2 out of 4 – 8 items	2 out of 4 – 10 items	2 out of 4 – 5 items	23	64%
N1- Whole Numbers	2 out of 4 (N1.1, N1.2) - 8 items	4 out of 4 (N1.1, N1.3,) – 10 items	1 out of 4 (N1.3, N1.4) – 5 items	23	64%
Measurement (M)	1 out of 3	3 out of 4	0 out of 4	7	19%
M1- Length, Weight, Capacity, Volume, Area and Perimeter	1 out of 1 (M1.1) - 2 items	1 out of 1 (M1.1) - 1 item		3	8%
M2- Time		2 out of 2 (M2.1, M2.2) - 4 items		4	11%
Geometry (G)	0 out of 3	2 out of 3	0 out of 3	3	8%
G1-Properties of shapes and figures		2 out of 2 (G1.1) - 2 items		2	6%
G3- Position and direction		1 out of 1 (G3.1) 1 item		1	3%
Statistics and Probability (S)		1 out of 1		2	6%
S1-Data management		1 out of 1 (S1.1) – 2 items		2	6%
Algebra (A)		1 out of 2		1	3%
A1- Patterns		1 out of 1 (A1.1) – 1 item		1	3%
Total	3 out of 12	9 out of 14	2 out of 14	36	100%

Alignment of ICAN with GPF and Global Reporting Criteria



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Ref	Description of requirements	ICAN Level of Alignment
1.1a (M)	Minimum 20 score-points aligned to the GPF in mathematics	STRONGLY ALIGNED 36 score-points
1.2a (M)	Minimum 10 score-points assessing number and operations domain in the GPF at Grade 2.	STRONGLY ALIGNED 10 score-points under number and operations domain in the GPF at Grade 2
1.3a (M)	The assessment must cover at least three out of the four number and operations subconstructs at grade 2 in the GPF (see Appendix B – Grade-level GPF subconstructs) as selected in 1.2a(M) above.	STRONGLY ALIGNED 3 out of 4 subconstructs covered under number and operations at grade 2 in the GPF
1.4a (M)	A minimum of 10 items must be included from any of the 4 non-number and operations domains (measurement, geometry, statistics and probability, and algebra). At the time of publishing of this document, these items will not be counted against the reporting requirement, pending more research on performance and item difficulty cut points, but must be reported.	STRONGLY ALIGNED 11 items under non-number and operations domains for Grade 2, and 13 items if Grades 1 & 3 are included. These domains include Measurement, Geometry, Statistics and Probability and Algebra
1.5a (M)	Within the non-number and operations domains (measurement, geometry, statistics and probability, and algebra), items should cover at least 3 out of 4 of these domains	STRONGLY ALIGNED 4 out of 4 non-number and operations domains are covered
1.6a (M)	Within the non-number and operations domains (measurement, geometry, statistics and probability, and algebra), at least 5 out of 8 constructs should be represented (see Appendix B – Grade-level GPF subconstructs)	STRONGLY ALIGNED 6 out of 8 constructs are represented

Weightage of domains, constructs and subconstructs – ICARe



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Domains/constructs	# subconstructs (Grade 1)	# subconstructs (Grade 2)	#subconstructs (Grade 3)	# of items	% of items
Listening Comprehension (C)		2 out of 4		5	17%
Retrieval		1 out of 3 (C2.1) - 4 items		4	13%
Interpret		1 out of 1 (C3.1) - 1 item		1	3%
Reading Comprehension (R)		2 out of 2	3 out of 6	15	50%
Retrieval		2 out of 2 (R1.1, R1.2) – 10 items	2 out of 3 (R1.2, R1.3) – 4 items	14	47%
Interpret		N/A	1 out of 3 (R2.2) – 1 item	1	3%
Decoding (Oral Reading Accuracy) (D)	1 out of 2	1 out of 3		10	33%
Precision	1 out of 2 (D1.1) – 5 items	1 out of 2 (D1.2) – 5 items		10	33%
Total	1 out of 6	5 out of 9	3 out of 11	30	100%

Alignment of ICARe with GPF and Global Reporting Criteria



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Ref	Description of requirements	ICARe Level of Alignment
1.1a (R)	Minimum 20 score-points aligned to the GPF in reading	STRONGLY ALIGNED 30 score-points
1.2a (R)	Minimum 10 score-points assessing the reading comprehension domain in the GPF grade 2	STRONGLY ALIGNED Total 15 score-points in Reading Comprehension with minimum 10 score-points in Grade 2
1.3a (R)	The assessment must cover both reading comprehension subconstructs at grade 2 in the GPF (see Appendix B – Grade-level GPF subconstructs)	STRONGLY ALIGNED 2 out of 2 subconstructs covered in Reading Comprehension for Grade 2
1.4a (R)	The remaining items can be drawn from any of the domains (decoding, listening comprehension or reading comprehension)	STRONGLY ALIGNED 15 score-points assessed under Decoding and Listening Comprehension

Alignment Level: The ICARe assessment satisfies all conditions highlighted as per GAML criteria for reporting

Progress, Challenges, and the Way Forward



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- **Overall Progress:** ICAN-ICARe assessments demonstrate strong alignment with global reporting requirements, with ongoing efforts to address remaining gaps.
- **Key Achievements:**
 - Criterion 1 (Alignment to MPL and content validity) fully met.
 - Significant progress expected in Criteria 3 & 4 by December 2025.
- **Challenges (Questions for Clarification):**
 - Criterion 7: Balancing open-access principles with restrictions on reusing publicly available items. Is it really necessary?
 - Field testing – Shouldn't this be defined by the National Bureaus of Statistics?
 - Submission of data to UIS by Governments – Is it about data availability or government reporting?
- **The Way Forward:**
 - Implement Pairwise Comparison Method (PCM) for linking ICAN-ICARe tools to MPLs.
 - Formalize process for managing public release and reuse of items.



ACQUIRING BASIC SKILLS IN READING AND ARITHMETIC ARE THE BUILDING BLOCKS FOR ALL FUTURE PROGRESS