

# Monitoring Reading Progress: Towards a Global Approach

Session 8: Assessment and Beyond  
USAID Global Education Summit  
3 November 2015

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# The SDGs for Education

- Adoption of 17 Sustainable Development Goals
- Focus on **equity** and **quality** of learning outcomes
- SDG4 goals of particular interest:
  - by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
  - by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- **How do we measure learning progress to support the SDG process?**

# Defining and measuring learning: central precepts

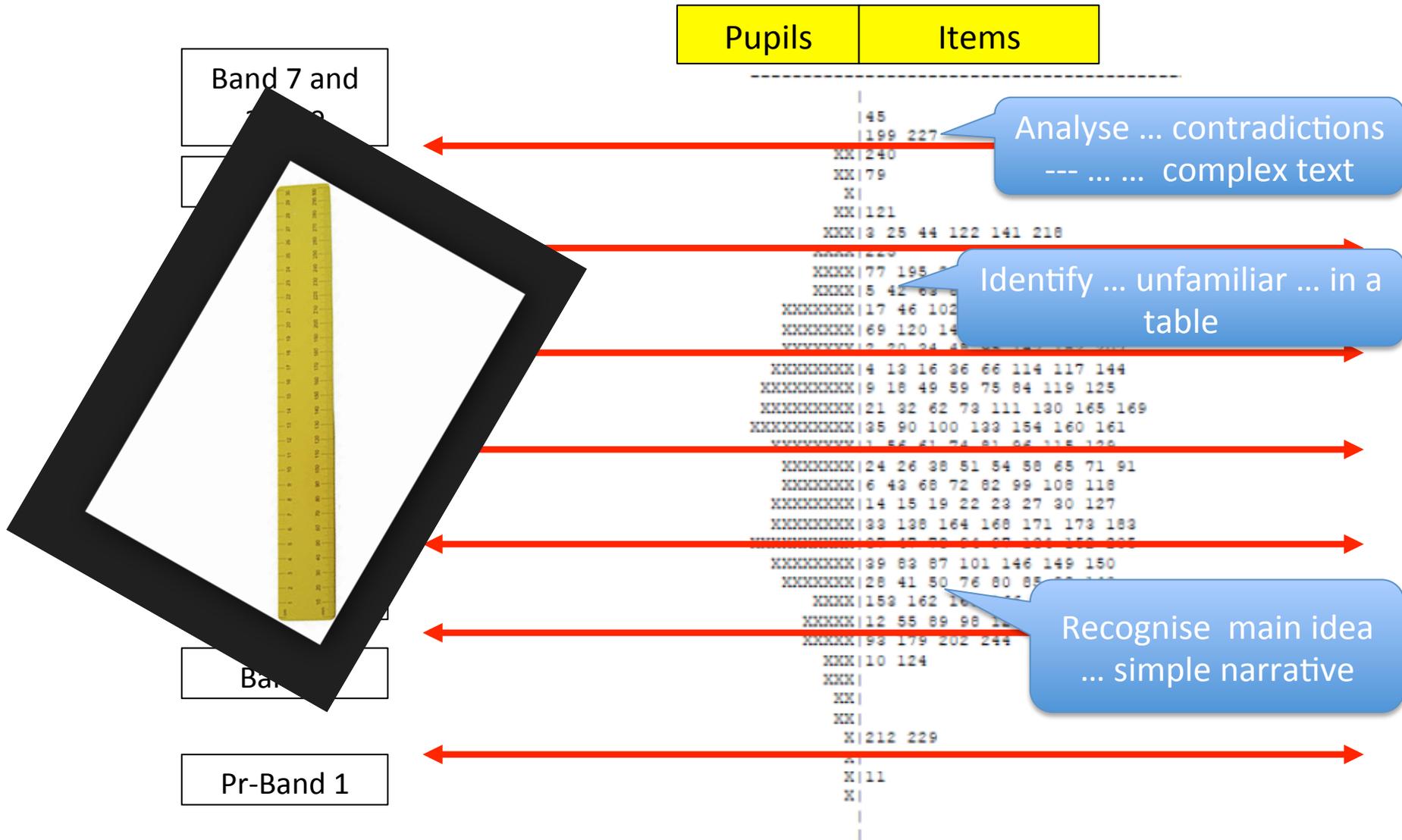
- Identification of **where students are** in their progress along defined learning metrics
- *Literacy* orientation: **Knowledge put to use**
- The **measurement of growth** as the core of an equitable approach to education

AND preferably ...

–**Comparable** across measurement contexts

–Support substantive **interpretation**

# Model of a [reading] learning metric



# Why develop a global [reading] metric?

- Provide monitoring data that is **comparable** across contexts (countries, ages, languages ...)
- Support local, national and international understanding of **where students are** in their reading development
- Support local, national and other stakeholders in **measuring and monitoring reading growth** over time

# Building a reading learning metric from existing reading assessments

- ASER
- EGRA
- LLANS
- MTEG Afghanistan
- OLAY
- PIRLS
- PISA
- SISTA
- Uwezo

512  
reading  
items

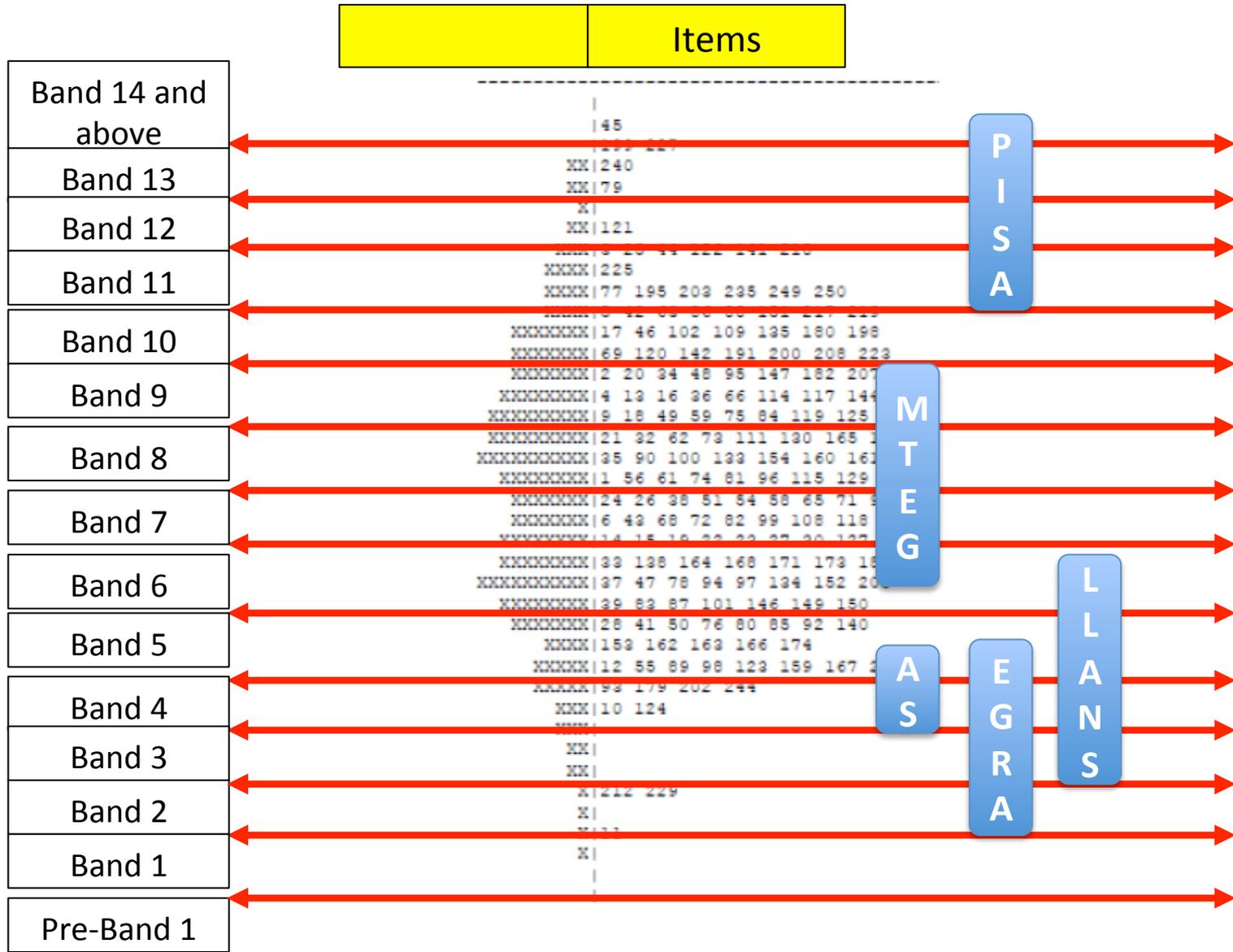
1. Write a descriptor for each item

2. Use existing calibrations WITHIN programmes

3. Submit the items to a pairwise comparison study

22,000  
pairwise  
comparisons

# (Very) draft reading learning metric



# Accommodating diverse languages: Constrained and unconstrained reading skills

- **Unconstrained skills:** continue to develop and have no ceiling
  - Reading comprehension
  - Vocabulary development
- **Constrained skills:** learned quite quickly and mastered entirely
  - Phonological awareness, concepts of print, fluency

## Hypothesis:

Unconstrained skills are universal  
Constrained skills are language-specific

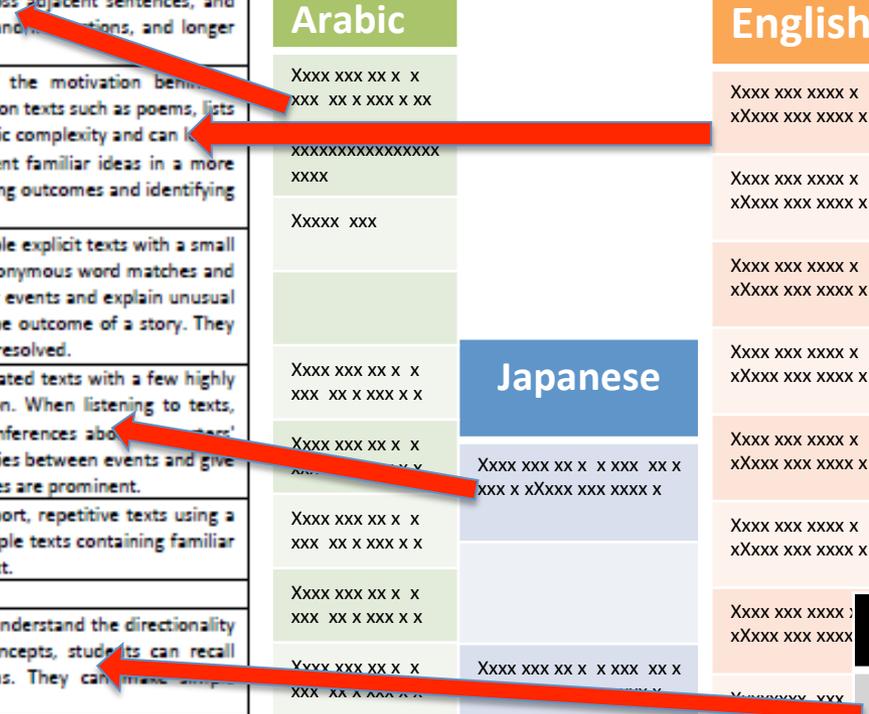
# How the reading metric can accommodate linguistic diversity

Main scale of unconstrained skills:  
text comprehension

Sub-scale of constrained skills:  
phonological awareness, fluency, etc.

Band	
Band 9	Students interpret explicit information by making simple links within or across adjacent sentences, and make simple inferences, in a variety of common texts such as poems, lists and instructions, and longer narratives with familiar contexts but some linguistic complexity.
Band 8	Students understand underlying nuances and implicit meanings, such as the motivation behind a character's actions, in short simple texts. They begin to read a variety of common texts such as poems, lists and instructions, and longer narratives with familiar contexts but some linguistic complexity and can locate directly stated information in these texts. When listening to texts that present familiar ideas in a more complex or abstract way, students are able to draw inferences such as predicting outcomes and identifying character's feelings.
Band 7	Students read and understand prominent ideas and some details in short, simple explicit texts with a small range of familiar words. They begin to retrieve information using direct or synonymous word matches and can make simple inferences. When listening to texts, students give reasons for events and explain unusual details. They support their personal opinions about a character's actions or the outcome of a story. They generalise about a character's behaviour and explain how simple problems are resolved.
Band 6	Students read and understand prominent ideas in very short, simple un-illustrated texts with a few highly familiar words. They mainly use direct word matches to retrieve information. When listening to texts, students sequence three or more events in a retelling. They make simple inferences about characters' feelings using clues in the text and the illustrations. They identify clear similarities between events and give reasons to support predictions or the likelihood of an event occurring when clues are prominent.
Band 5	Students read and understand some simple, text-based explicit meaning in short, repetitive texts using a small range of vocabulary, with supportive illustrations. When listening to simple texts containing familiar ideas and concepts, students can infer the main idea, theme or lesson of the text.
Band 4	Students can identify a range of familiar, high frequency words in print.
Band 3	Students interpret supportive illustrations to make meaning from texts. They understand the directionality of print. When listening to a simple text containing familiar ideas and concepts, students can recall information such as sequencing events and identifying characters' actions. They can make simple inferences such as predicting outcomes and identifying characters' feelings.
Band 2	Students recognise their first name written down. They understand how to correctly hold a book and turn the pages. They recognise and interpret common environmental print such as Stop signs and toilet signs. When listening to a story, students are able to identify some basic information, eg an event in the story or the name of a character.
Band 1	Students distinguish between writing and drawings or symbols. They start to understand that print carries meaning. For example, they realise their name can be written down and read. When listening to texts, students recall one or two pieces of basic information. They link illustrations to the text to explain a simple event. They locate the first event in a series, identify a prominent main idea, and make predictions or simple inferences that are supported by prominent clues in the illustrations. They give a reason to support a personal response about whether they like the text or not.
Pre Band 1	When listening to texts, students identify prominent information such as a key event. They may describe aspects of an illustration without connecting it to the main narrative.

Arabic	Japanese	English	Spanish
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# Early learners: a particular challenge

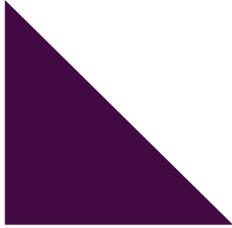
- The precursors of reading comprehension can be measured among children with minimal decoding skills
- How?
  - Better measures of listening comprehension
  - Better measures of breadth of vocabulary
- Listening comprehension and oral vocabulary are highly correlated to later reading proficiency
- How to spread out very early learners more effectively on a global reading comprehension metric?

# How to establish global learning metrics for reading and mathematics?

- Develop draft learning metrics
- Validate learning metrics at country level through empirical studies
- Develop a set of tools and methodologies to align
  - existing learning assessments and
  - country-developed assessmentswith the common metrics

# Recap: what we need

- Measurement tools that
  - Capture learning growth (reading, mathematics, ... ?)
  - Span a broad range of learning growth stages
    - From early childhood through to secondary school
  - Capitalise on current assessment activities
  - Provide information that is sufficiently comparable, across a broad range of contexts
  - Provide meaningful and useful information
    - What can students do? What do they need next?
  - Take into account differences across languages



# Thank you

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With support from the Australian Aid Program  
(Department of Foreign Affairs and Trade)