

GAML 7: GLOBAL PROFICIENCY FRAMEWORK UPDATE AND USES

October 2020



Section 1

Global Proficiency Framework Overview

GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- Global proficiency descriptors in reading and math for Grades 1-9
- Purpose:
 - To provide a common framework with **detailed descriptors of minimum proficiency** to support countries in setting benchmarks on national assessments for reporting to SDG 4.1.1
 - To allow for **aggregating, comparing, and tracking** learning outcomes over time
- Includes four levels:

GLOBAL MINIMUM PROFICIENCY LEVEL	DEFINITION
“Below Partially Meets” Global Minimum Proficiency	Learners lack the most basic knowledge and skills. As a result, they generally cannot complete the most basic grade-level tasks.
“Partially Meets” Global Minimum Proficiency	Learners have limited knowledge and skills. As a result, they can partially complete basic grade-level tasks.
“Meets” Global Minimum Proficiency	Learners have developed sufficient knowledge and skills. As a result, they can successfully complete the most basic grade-level tasks.
“Exceeds” Global Minimum Proficiency	Learners have developed superior knowledge and skills. As a result, they can complete complex grade-level tasks.

GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- **Math framework includes 5 domains:** number knowledge, measurement, geometry, algebra, and statistics and probability.
- **Math framework achieves vertical alignment** largely by carrying GPDs from “exceeds” in one grade to “meets” in the next and partial in the third grade.



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GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- **Reading framework includes 3 domains:** comprehension of spoken or signed language, decoding, and reading comprehension
- **Reading framework includes information on text complexity** to help users interpret GPDs



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GLOBAL PROFICIENCY FRAMEWORK OVERVIEW

- **Developed in April – May of 2019**
 - 30 reading & math experts
 - Based on Global Content Frameworks
 - Consulted available national curriculum and assessment frameworks
- **Updated in May – October of 2020**
 - Incorporated feedback from alignments conducted in: Seven Countries (India, Bangladesh, Nigeria, Ghana, Gambia, Malawi, Djibouti) and the International Common Assessment of Numeracy (ICAN)
 - Added Grades 1 and 7-9
 - Ensured coverage of all languages
 - Improved inclusivity
 - Added examples and text complexity piece

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GRADE 5

D: DECODING

D1: PRECISION					
D1.1: Identify symbol-sound/fingerspelling and/or symbol-morpheme correspondences					
D1.1.1_P	If the grade 5 curriculum introduces new symbols, say or sign accurately <u>very common</u> and simple grade 5-level <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme</u> correspondences (language- and country-specific).	D1.1.1_M	If the grade 5 curriculum introduces new symbols, say or sign accurately <u>common</u> grade 5-level <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme</u> correspondences (language- and country-specific).	D1.1.1_E	If the grade 5 curriculum introduces new symbols, say or sign accurately <u>very common</u> and simple grade 5-level <u>symbol-sound/fingerspelling</u> and/or <u>symbol-morpheme</u> correspondences (language- and country-specific).
D1.2: Decode isolated words					
D1.2.1_P	Say or sign accurately <u>very common</u> and simple, isolated grade 5-level words (language- and country-specific).	D1.2.1_M	Say or sign accurately <u>common</u> , isolated grade 5-level words (language- and country-specific).	D1.2.1_E	Say or sign accurately more difficult, isolated grade 5-level words (language- and country-specific).

D2: FLUENCY					
D2.1: Read a grade-level continuous text aloud at pace and with accuracy					
D2.1.1_P	Say or sign accurately a grade 5-level <u>continuous text</u> , at a pace that is slow by <u>country standards for fluency</u> for the language in which the assessment is administered (e.g., often word-by-word).	D2.1.1_M	Say or sign accurately a grade 5-level <u>continuous text</u> , at a pace that meets minimal <u>country standards for fluency</u> for the language in which the assessment is administered.	D2.1.1_E	Say or sign accurately a grade 5-level <u>continuous text</u> , at a pace that exceeds minimal <u>country standards for fluency</u> for the language in which the assessment is administered.

R: READING COMPREHENSION

R1: RETRIEVE INFORMATION AT WORD LEVEL					
R1.1: Recognize the meaning of <u>common</u> grade-level words					
R1.1.1_P	Recognize the meaning of <u>very common</u> grade 5-level words (e.g., match a given word to an illustration or synonym or brief definition).	R1.1.1_M	Recognize the meaning of <u>common</u> grade 5-level words (e.g., match a given word to an illustration or synonym or brief definition).	R1.1.1_E	Recognize the meaning of <u>less common</u> grade 5-level words (e.g., match a given word to an illustration or synonym or brief definition).

GLOBAL
PROFICIENCY
FRAMEWORK
EXAMPLE

Section 2

Global Proficiency Framework Uses

GLOBAL PROFICIENCY FRAMEWORK USES

- Linking assessments to SDG 4.1.1
- Positive, unintended uses
 - Inform curriculum updates (Madagascar)
 - Inform national standards and benchmarks (Djibouti, Nigeria, Senegal)
 - Develop new assessments (Senegal)
 - Classify items for Global Item Bank
- Could inform education programming during the COVID-19 Pandemic
 - Inform focused remote-learning curriculum frameworks
 - Inform remote assessment



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QUESTIONS?



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